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ABSTRACT

The questions of whether and how to make vocational education and training (VET) available to Australian adults studying for the Victoria Certificate of Education (VCE) were examined through a review of 14 pertinent documents and questionnaires sent to the following groups: adult VCE teachers, coordinators, and administrators; current adult VCE students; adults currently studying VET in the VCE; adults who completed the VCE in 1996; and current Certificate of General Education for Adults students. Special attention was paid to students' willingness to commit additional time to VET and barriers to participation in VET. Of the current adult students surveyed, 13% expressed interest in studying VET courses as part of a 2-year VCE and 39% expressed interest in VET as part of a 1-year adult VCE program. Teachers and coordinators generally believed that students should study a wider range of academic VCE subjects before considering the introduction of VET in the adult VCE. (Appendixes constituting approximately 50% of this document contain the following: 14-item annotated bibliography; the survey questionnaires; list of other courses proposed by 1996 and 1997 VCE students; list of reference committee members; and criteria for selecting students to participate in the VET in Schools program.) (MN)

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VOCATIONAL EDUCATION AND TRAINING OPPORTUNITIES FOR ADULT VCE STUDENTS

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A Report
by the Holmesglen Institute of TAFE
for
the Adult, Community and Further Education Division
and
Quality and Change Management Division
of the
Office of **T**raining and **F**urther **E**ducation Victoria
December 1997

Department of Education

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Leonie Millar
Mark Kelly
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Produced for: Adult Community and Further Education Division and Quality and Change Management Division of the Office of Training and Further Education

by: Holmesglen Institute of TAFE

LIST OF ACRONYMS AND TERMS

ACE	Adult Community Education
ACFED	Adult Community and Further Education Division
ANTA	Australian National Training Authority
AVEN	Adult VCE Educators' Network
BOS	Board of Studies (refers in this report to the Senior Secondary Board of Studies)
CAE	Council of Adult Education
CAT	Common Assessment Task
CGEA	Certificate of General Education for Adults
ESL	English as a Second Language
OTFE	The Office of Training and Further Education
TAFE	Technical and Further Education
TER	Tertiary Entrance Rank
VASS	VCE Administrative Software System
VET	Vocational Education and Training
VCE	Victorian Certificate in Education

Adult student (returning to study)	A VCE student aged 18 or over as of 1 January in the year of enrolment in which they expect to complete the VCE and who has been absent from full time secondary schooling for at least one complete school year.
Adult VCE	Adult students may complete the regular VCE (which requires a minimum of 16 units). However 'the Adult VCE' refers to a shorter program (minimum 8 units) available only to adults.
Community based providers of adult education	For example, neighbourhood houses or adult learning centres.
Dual Recognition	An earlier program which has been replaced by VET in Schools (see below).
VET in Schools	Program combining general VCE studies with VET and experience in the workplace.

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EXECUTIVE SUMMARY

The VET in Schools program combines general VCE studies with Vocational Education and Training and experience in the workplace. The program has been marketed since its commencement as one which carries many benefits for students including:

- two qualifications (VCE and VET);
- two Statements of Results;
- an enhanced Tertiary Entrance Rank (TER);
- articulation into further vocational education and training courses; and
- in some instances, workplace experience including structured workplace training.

Over four and a half thousand adult students are enrolled in the VCE across the state with a majority attending adult education providers rather than schools. Many study part time and the requirements for them to complete the VCE are different from those for mainstream students.

While these adults are not explicitly excluded from VET in Schools, very few are aware of its existence. Hence the question: should VET programs be made available to adults studying the VCE?

The requirements of the Adult VCE and VET in Schools programs have been viewed as relatively incompatible so only a handful of providers have offered VET in Schools to their adult students.

However, in fairness to providers, there has been a perceived lack of funding available for enrolment of adult VCE students in VET courses. In addition to this, VET in Schools does not fit well within the structure of the Adult VCE. This is due to credit transfer issues and the fact that VET units cannot be included in the best four subjects used to calculate the TER.

Surveys conducted with Adult VCE students and graduates found that 45% wanted a TER so they could enter a tertiary course; 41% wanted the VCE qualification to complete their secondary education and 25% were studying for personal interest. (Percentages exceed 100 as students could select more than one reason.)

Thirteen percent of current adult students surveyed expressed an interest in studying VET courses as part of a two-year VCE. Thirty-nine percent expressed interest in VET if it could be fitted into the one-year Adult VCE program. More than 60% of those interested were willing to undertake a work placement and commit extra time.

Surveys and interviews conducted with teachers and co-ordinators of the VCE for adults provided some interesting insight and comments. When asked their views on the idea of VET in Adult VCE, the common response was, 'Why would they?' It is the general feeling of teachers and co-ordinators that adults undertaking the VCE are focused on the VCE qualification; not VET. Otherwise, as adults, they would undertake a VET course through the relevant provider. The point was made that if a student was to do the one year Adult VCE full time, followed by the VET course full time, in many cases the two courses could be completed in 18 months, 6 months faster than the VET in Schools option.

The underlying feeling of teachers and coordinators was that students needed the opportunity to study a wider range of academic VCE subjects before considering the introduction of VET in the Adult VCE. The desire for access to a wider range of VCE subjects was also expressed by many of the students surveyed.

Teachers from community providers felt that their students were divided into two distinct groups - those with a short term goal who wanted VET so they could re-enter the work force immediately and those with a long term goal of progress towards the VCE and eventual re-entry to the workforce or progress to tertiary study. They believed there would be little market for VET within their VCE program as they saw little overlap between these two groups.

However, staff from adult education providers recognised that the VCE as it is currently being taught is not meeting the needs of all groups of students. Each focus group participant could identify individual students who would pursue VET options given the chance, despite believing that the majority of their students would not be interested.

The main barriers for adult students, as identified by teachers and coordinators, revolved around workload. While additional time involved in study was identified across the board, there was particular concern for women with young children requiring care.

During interviews it was suggested that VET in the Adult VCE might be attractive to students who progress from the Certificate of General Education for Adults (CGEA) to the VCE and to younger students (under 25) who left school early. Concern for the early school leavers is heightened with the anticipated influx of 18 to 21 year olds into adult education providers when youth unemployment benefit conditions change as of January 1, 1998.

The CGEA survey, with a smaller sample than other students, indicated similar enthusiasm for VET in the Adult VCE with more than 60% willing to undertake work placements and commit additional time.

On the issue of cost, teachers, coordinators and administrators from all providers felt that current funding arrangements were restrictive and, in fact, effectively prevented them from enrolling adult VCE students in VET units. Clearly, there are funding implications for ACFED including the need to clarify the current access arrangements to funding for VET in the Adult VCE. Additional costs will be incurred through RPL processes, administration, counselling, coordination and VASS entries for students.

Resource implications were also explored. It became obvious, through various discussion/focus groups with teachers/coordinators, that the task of mapping VCE units against VET learning outcomes was the one they dreaded most. While the Dual Recognition Handbook provided some sample programs most staff felt it was inadequate. A centralised system which prepared detailed curricula was strongly supported.

One of the main concerns coming from school teachers involved the increasing competition for work placements. At present, a large number of students, including secondary students on work experience (predominantly year 10); VET in Schools students (year 11 and 12 secondary students); TAFE students with work placement components in their courses and university students whose degrees/diplomas require a work placement, are competing for places in industry.

There is little awareness of the VET in Schools program by staff at adult education provider institutions. If VET in Schools is to become wide spread in the adult education sector, then professional development for those who will be counselling students and designing and managing their programs is essential.

Adult VCE students declared an interest in the full range of current VET in Schools courses available to secondary school students. However, in selecting models for pilot programs only a few of the most popular courses are recommended. The Certificate III in Information Technology and Certificate II in Office Administration are recommended as pilot programs. Child Care has been suggested as a course which addresses the needs of some of those people interested in the Social and Community Services field of study.

RECOMMENDATIONS

Recommendation 1

That further research be commissioned to ascertain whether the opportunity to participate in VET in Schools would make the VCE more attractive to adults who are not currently participating.

(Page 11)

Recommendation 2

That pilot VET in Schools for Adults programs be run in a few course areas at a small number of adult education providers to:

- *allow more accurate estimation of demand;*
- *trial a range of marketing methods;*
- *test the appropriateness for a range of target groups;*
- *compare the popularity and viability of different programs; and*
- *provide successful examples for other adult education providers.*

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Recommendation 3

That the Board of Studies identifies and encourages credit transfer from VCE units 3 and 4, where possible, as an optional alternative to credit transfer from units 1 and 2.

(Page 29)

Recommendation 4

That recognition of prior learning (RPL) be available to adults undertaking VET in the VCE.

(Page 29)

Recommendation 5

That the Board of Studies investigates:

establishing requirements to enable VET units to have VCE unit 3 and 4 level equivalence;

- *allowing VET units to be included in the best four; and*
- *approving VET units to replace a VCE unit 3 and 4 sequence in the Adult VCE.*

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Recommendation 6

That the current funding situation for adults in secondary schools be reconsidered, especially for cases where there are adult education providers in the area but where school based offerings are significantly more extensive than the offerings of the adult providers (for example the current situation with VET in Schools).

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Recommendation 7

That funding be made available for adult education providers to deliver and administer VET in Schools programs, including funding for RPL assessment.

(Page 31)

Recommendation 8

That funding models for adult education providers allow for the 'outsourcing' of VET in Schools or other low demand subjects to local schools in the same way that school funding allows VET in Schools to be 'outsourced' to mainstream VET providers.

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Recommendation 9

That the implementation of VET in Schools by adult education providers, particularly in relation to the Adult VCE, be supported by sample programs, guides and information on the alignment of VCE units against VET learning outcomes and details on required modifications / additions to the VCE units.

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Recommendation 10

That adult students studying VET units make use, where appropriate, of existing VET delivery mechanisms by either:

- *joining school students doing VET in Schools; or*
- *joining mainstream VET classes at a VET provider.*

(Page 32)

Recommendation 11

That adult education providers offering VET in Schools to adults be able to use the existing work placement brokerage arrangements currently used by secondary schools.

(Page 32)

Recommendation 12

That there should be VET in Schools professional development for VCE teachers, coordinators and counsellors at adult education providers, and that this professional development should cover the following areas:

- *about VET in Schools;*
- *designing a program (working with curricula, credit transfer, adapting delivery/work requirements of VCE units where necessary, RPL);*
- *forming partnerships with industry and arranging work placements;*
- *making best use of existing mainstream VET and VET in Schools provision.*

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Recommendation 13

That VET in Adult VCE pilot programs include Certificate III in Information Technology and Certificate II in Office Administration.

(Page 35)

Recommendation 14

That VET in Schools for Adults pilot programs include an appropriate Social and Community Services course, possibly in the area of child care.

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1. INTRODUCTION

1.1 Background

This project considered whether and how VET (Vocational Education and Training) in Schools programs should be made available to adults studying the Victorian Certificate in Education (VCE).

Vocational education and training in schools is a priority area for both the Commonwealth and State governments.

At a Commonwealth level the Australian National Training Authority (ANTA) has committed $20 million per year for four years, commencing in 1997, to be divided among the states and territories to expand vocational education and training opportunities for school students.

The Victorian Ministers for Education and for Tertiary Education and Training released a joint statement on Vocational Education and Training in Schools in August 1996. Victorian VET in Schools programs will receive a higher public profile over the next six months with the implementation of the VET in Schools Communication Strategy. This strategy aims to bring the value of VET in Schools to the notice of a greater number of students and the broader educational community through better publicity. In 1998 there will be a number of pilot projects extending VET in Schools to include New Apprenticeships and Traineeships in a new model combining VET with part time VCE studies.

Over four and a half thousand adult students enrolled in the VCE across the state, form a large minority group. The majority attend adult education providers such as community based providers and TAFE institutes rather than schools. Many study part time and the requirements for them to complete the VCE are different from those for mainstream students. However, despite the distinct nature of this group, they are barely mentioned in Board of Studies documents.

At present, while adults are not explicitly excluded from VET in Schools programs very few adults are aware of their existence. The requirements of the Adult VCE and of VET in Schools programs have been viewed as relatively incompatible and only a handful of providers have offered VET in Schools to adult students, despite many providers of the VCE for adults also being major providers for VET in Schools to school aged students. Mitch Cleary commented on the incongruity of this situation in the Review of General Education in the State Training System (1996). See the literature review in Appendix 1 of this report.

The VCE is currently under review. The report of the review is due to be released at about the same time as this report. One of the issues to be

examined under the terms of reference of the review is:

> *'improving the effectiveness in the links between the VCE and higher education, employment and vocational education and training giving particular consideration to the development of pathways to vocational education, training and employment.'*

The VCE review could have a significant impact on this project in that it could change:

- the structure of the VCE;
- the structure/requirements of the Adult VCE;
- the place of VET in Schools within the VCE;
- how the TER (if it remains) is calculated.

As the results of the VCE review are not yet known, this project has had to discuss VET in the Adult VCE in the light of the current constraints and requirements while at the same time recognising the strong possibility of unspecified change in the near future. It is recognised that some of the issues and recommendations in this report may be resolved by action resulting from the VCE review.

1.2 VET in Schools

Overview

The policy for VET in Schools is contained in the Joint Ministerial Statement of August 1996. (Refer to the literature review in Appendix 1.)

VET in Schools combines general VCE studies with VET and (in theory) experience in the workplace. Programs are selected from a range of industry areas approved by the Board of Studies.

Benefits for students

Students who successfully complete a VET in Schools program receive:

- two qualifications: a Victorian Certificate of Education and a VET in Schools Certificate;
- two Statements of Results: giving details of units completed in the VCE and modules completed in the VET qualification;
- an enhanced Tertiary Entrance Rank (TER);
- the ability to articulate into further vocational education and training courses; and
- in some instances, workplace experience including structured workplace training.

The Board of Studies states:

> *'Experience with programs has shown that there is real potential for the practical training experience to complement VCE studies and to help students improve performance in their VCE because of increased awareness of the application and relevance of their learning.'*
>
> *Dual Recognition - A Handbook for Schools and Training Providers*

VET units

Each VET in Schools program is a complete VET course. The modules of the VET course can be covered in one of two ways, either:

- by credit transfer from VCE units (for example Communications modules are often at least partially covered by credit transfer from English units 1 and 2); or
- by studying VET units.

VET units (sometimes referred to as z-units) are usually made up of a group of modules. One VET unit is considered to be equivalent to one VCE unit when designing a student's program.

Delivery

The VET components of a program are delivered by a registered training provider (TAFE institute, private provider or school). In other words, many TAFE colleges with adult VCE students are already delivering VET in Schools to local secondary students.

The TER and VET in Schools

The Tertiary Entrance Rank (TER) is awarded by the Victorian Tertiary Admissions Centre and is the basis for selection for most tertiary courses. The TER takes account of:

- the study score in English (or ESL);
- study scores in the next best three subjects;
- 10% of the study scores in the next best two subjects (ie fifth and sixth subjects).

At present VET in Schools can contribute to a student's TER as a fifth and/or sixth subject. Students are eligible to receive a 10% increment if they have completed at least two VET units. If they have completed at least four VET units they may receive two increments. As VET units are ungraded, an increment is calculated as 10 per cent of the average of the student's best four scaled VCE study scores.

Students must complete the full VET course to be eligible for the bonus increment/s in their TER.

Work placements

Work placement is intended to be an important part of VET in Schools. Work placement is not the same as the old (usually year 10) work experience. Work placements should consist of structured training and assessment in the workplace.

> *'(VET in Schools) provides an opportunity for students to learn from experience in training institutions and actual workplaces... Instruction in training contexts and the workplace must maximise opportunities for students to demonstrate achievement of competencies.'*
>
> *Dual Recognition - A Handbook for Schools and Training Providers*

However, each VET in Schools program has different work placement requirements with different levels of prescriptiveness and some of the most popular programs (Information Technology and Office Administration) are usually run without work placements.

1.3 The VCE for adults

The Department of Education defines students returning to study (adult students) as students who are:

- at least 18 years of age as of 1 January in the year of enrolment in which they expect to complete their VCE; and
- have been absent from full time secondary schooling for a minimum period of one complete school year.

To satisfy the requirements for the VCE, adults must complete at least:

- two units of common study English or ESL (selected from units 1 to 4); and
- three sequences of units 3 and 4 in studies other than English.

This is a total of eight units of study compared with a minimum of sixteen units required of continuing students. In other words, while the VCE is, in general, a two-year program studied across years 11 and 12, adults returning to study can qualify for the VCE in one year with studies at year 12 level only.

- In discussing adult students of the VCE we need to clearly distinguish between:
- **students of the Adult VCE** (ie the 8 unit 'fast track' VCE described above); and

- **adults studying the VCE** which includes both the group above and those people over 18 who choose, for a variety of reasons, to study units 1 and 2 in subjects other than English.

1.4 Adult opportunities to participate in VET in Schools

The objectives of VET in Schools are as applicable to adults as to school aged students. In particular, many young adult students and women returning to study after having a family are disadvantaged in the labour market due to a lack of qualifications and relevant recent work experience. Equity considerations dictate that adults should be given the same opportunities as younger students.

However VET in Schools does not fit well within the structure of the Adult VCE because:

- credit transfer is mostly taken from VCE units 1 and 2;
- VET units are credited to the VCE at unit 1 and 2 level;
- VET units cannot be counted in part of the best four for the calculation of the TER.

This project was established to examine interest in, and issues relating to broadening opportunities for adults to study VET within the VCE.

2. PROJECT PURPOSE AND METHODOLOGY

2.1 Project objectives

Holmesglen Institute of TAFE (Holmesglen) was contracted by the Adult, Community and Further Education Division (ACFED) of the Office of Training and Further Education (OTFE) to examine Vocational Education and Training (VET) in the Adult VCE.

The project brief required Holmesglen to:

- document relevant patterns of current arrangements for VET in Schools and in the Adult VCE;
- identify issues, barriers and opportunities for adult VCE students wishing to undertake VET in their VCE;
- analyse cost and resource issues;
- provide a realistic assessment of likely demand; and
- make recommendations for action to establish, improve and extend VET in the Adult VCE with specific recommendations on the establishment of a limited number of programs in 1998 including advice on appropriate initial study areas.

2.2 Literature search

Fourteen documents were examined as part of the literature search. A list of the documents examined, with a summary of each, appears in Appendix 1.

2.3 Questionnaires

Questionnaires were sent to the following groups:

- adult VCE teachers, coordinators and administrators;
- current adult VCE students;
- adults currently studying VET in the VCE;
- adults who completed the VCE in 1996 (with separate sections for those who had done VET in the VCE and those who had not);
- current Certificate of General Education for Adults (CGEA) students at the Council of Adult Education.

Contents of questionnaires

Copies of the questionnaires can be found in Appendix 2.

A core of common questions was used in order to allow for comparisons of responses between groups.

The student and graduate questionnaires elicited data on:

- sex
- age
- study load (units studied in one year)
- employment status
- provider type
- highest level of schooling previously attempted

This provided a profile of VCE students and allowed the sample to be compared to the whole population of VCE students as recorded on the VASS.

Students were asked their intended destination after VCE, or in the case of graduates what they were doing this year. Both groups were asked their reasons for enrolling in the VCE. This was to confirm the hypothesis that students with a strong university orientation would be less interested in VET, and to search for other relationships between motivation and interest in VET.

Prospective VCE students at Holmesglen Institute of TAFE, as part of the application procedure, have to write a paragraph on why they are applying to do the VCE. Application forms for 1997 were analysed. This gave the project team an initial 'snap shot' of adult VCE students and their motivations, and informed the construction of questions 7 and 8 of the *General Questionnaire for Current Adult VCE Students*.

Question 9 on the General Questionnaire for Current Adult VCE Student (and similar questions on the other student/graduate questionnaires) aimed to measure the proportion of adults studying both years 11 and 12. The purpose of this was to gauge the proportion of adults whose programs might allow them to participate in VET in Schools under the current arrangements.

Students/graduates who did not study VET were asked whether they would have been interested and in which courses. This was split into four questions in order to distinguish between:

- those who were currently studying year 11 and 12 and could therefore participate within the current structure and those who would like to participate if a one year VET in Schools program was available;
- those who were interested in the current range of courses and those who liked the VET in Schools concept but were interested in VET courses not currently available.

Questions on willingness to commit additional time to VET and willingness to do a work placement were intended to give an idea of the expectations of adults and gauge the commitment of those expressing an interest in VET.

Barriers to participation in VET were also investigated.

There were a couple of open 'catch all' questions in order to allow respondents to elaborate or comment on anything that they felt the questionnaires had overlooked.

Staff questionnaires were more open ended and elicited information on any adult students known to be studying/have studied VET and opinions on demand for VET, likely provision, barriers to students and barriers from a provider point of view. Because of the open ended nature of the questions, some of the questionnaires required follow up discussions by telephone to allow respondents to clarify and elaborate on comments they had made.

Selecting the samples

Teachers, coordinators, administrators and current students were accessed by sending questionnaires to providers.

As there are in excess of 200 VCE providers with adult students not all could be contacted within the time frame of this project. The following criteria were therefore applied in selecting providers to contact:

- adult education providers (TAFE, CAE, ACE) with 15 or more adult VCE students;
- government schools with 15 or more adult VCE students;
- private schools with 10 or more adult VCE students;
- any provider recorded as having adult VET in schools students even if total adult student numbers did not meet the above criteria.

This resulted in 25 adult education providers, 19 government schools, one independent school and no Catholic schools being contacted - a total of 45 providers.

The sample for current adult students differed from the population of current adult students in the following ways:

- students studying VET are over represented because of deliberate targeting;
- females were over represented and males under represented (by about 10% of the total population);
- students over 41 year of age were over represented (by 7%) and students 21-25 were under represented (by 10%);
- CAE and community providers were over represented by 12% and 9% respectively, and schools were under represented by 19%;
- small providers were under represented for reasons of practicality as outlined earlier in this section.

For 1996 graduates a random sample of 10% of students who completed the VCE in 1996 was generated from Board of Studies data.

Twenty-three full time Certificate of General Education for Adults (CGEA) students at the CAE were accessed during class.

Response rates

Forty-four percent (44%) of the providers contacted participated in the survey. Adult education providers were well represented in the responses. Low participation from secondary schools could have been because:

- many schools do not intend to take adult students in the future because there is no funding for them;
- there is nothing to stop adult students who study by day from accessing the same programs offered to younger students;
- the BOS figures used to identify schools with adult enrolments were out of date and many adults recorded by BOS had dropped out by the time of the survey;
- BOS figures for adult enrolments in VET in Schools were also inaccurate. One school supposedly having 10 adults doing VET when contacted did not have any. A TAFE institute that did not even offer VCE this year was shown as having an adult VET in Schools student.

Distribution and response rates for all questionnaires are shown in the table below.

	Number Distributed	Number Responses	Response Rate %	% Total Population
Current Students	1236	377	31%	8.2%
Staff	135 (3 per provider)	36	27%	n/a
1996 Graduates	250	64	26%	2.6%

Twenty-one graduates (8% of the sample) could not be contacted as they had changed address since completing the VCE.

Three staff questionnaires were sent to each provider in the sample. Many providers only returned one of these on the grounds that opinion within the provider was sufficiently homogeneous that it could be adequately expressed by one staff member (usually the VCE coordinator). In this context the response rate of 44% of providers within the sample translates to a sampling of about 9% of the provider population but with the majority of the large providers being represented.

Every effort was made to contact all known adult students currently studying VET in the VCE and to provide opportunity to identify any others. As expected, there were very few responses from students studying VET in the VCE: eleven current students and three 1996 graduates.

As well as standard statistical analysis, an SPSS CHAID analysis was run on the data from current students and 1996 graduates to obtain a market segmentation of students interested in VET.

Effect of timing of the project on opinions of current students

Because the project was run late in the year (September/October) the profile of current students could be quite different from that at enrolment for two reasons:

- there could be a change in their aspirations/goals based on a more realistic idea of how well they are doing in their course. This could lead to students declaring an interest in VET that they may not have had at the time of enrolment. This may have inflated the level of interest in VET recorded in the surveys.
- the loss of students who dropped out during the year. If VET is an attractive option to these students it may have maintained their interest sufficient to reduce the attrition level. Had these students had the option of VET they might have remained and this may have increased the interest in VET recorded in the surveys.

These two effects should, to some extent, counter each other. However, as both are conjecture the net effect cannot be predicted with any certainty.

Potential future students

This project did not survey adult students who started working towards the VCE and then dropped out or those who inquired about the VCE but then did not proceed.

Because the project was conducted late in the year, many of those who completed the questionnaires for current students were almost finished their VCE. The graduate questionnaire was only sent to those who had successfully completed in 1996. It was not possible within project timelines to identify and survey students who had dropped out earlier in the year.

Although staff at education providers have some idea of the reasons why adult students do not complete the VCE, little is known about potential adult students who have never enrolled.

For the reasons outlined above, this project can only report on the interest in VET in Schools amongst students similar to those currently enrolled in the VCE. There is insufficient data to make firm predictions as to whether the marketing of VET in Schools to adults would attract more students or a different type of student from those that are currently enrolling.

Further research would need to be conducted to ascertain whether the opportunity to participate in VET within the VCE might make the VCE more attractive to adults who currently are not participating. This research could target students who inquire but do not commence, those who commence but do not complete and/or it could take the form of a market research survey of the community at large.

Recommendation 1

That further research be commissioned to ascertain whether the opportunity to participate in VET in Schools would make the VCE more attractive to adults who are not currently participating.

2.4 Focus groups

Two focus groups were convened early in the project to assist the project team identify issues facing providers and teachers/coordinators involved in the Adult VCE.

The first focus group was conducted at Holmesglen Institute of TAFE where participants represented the South Eastern Metropolitan TAFE and Community providers.

The second focus group was conducted at Baytec in Geelong. Those invited represented Geelong and rural providers.

The issues discussed in the focus groups included:

- likely demand for VET in Schools from adults in the participants' localities;
- perceived barriers to adult participation in VET in Schools;
- perceived barriers to the delivery of VET in Schools programs for adults by providers;
- funding issues relating to present and future models of VET in Schools provision for adults;
- identifying practical models for future VET in Schools programs for adult students.

2.5 Discussion group

Holmesglen was fortunate to have access to VET in Schools Professional Development Program participants. This group was made up of teachers and coordinators of VET in Schools programs from secondary schools. This group was chosen because they were considered experienced with the many difficulties of managing industry placements.

2.6 Reference committee

Details of reference committee membership and meeting dates can be found in Appendix 4.

3. MAJOR FINDINGS/ISSUES

3.1 Profile of adult VCE students

Adult VCE students are a diverse group. While they clearly include 'explorers' and 'aspirants' (Segmenting for Success, ANTA 1997) no attempt to classify them into market segments can reflect the diversity of individual motivations and goals.

The TER is important to many adult students. However, the VCE certifies successful completion of secondary education and this aspect was also very important to adults. Focus group participants identified an increase over the last couple of years in students interested in doing a 'no CAT' VCE. In other words, students who only want the VCE certificate and are not seeking a TER.

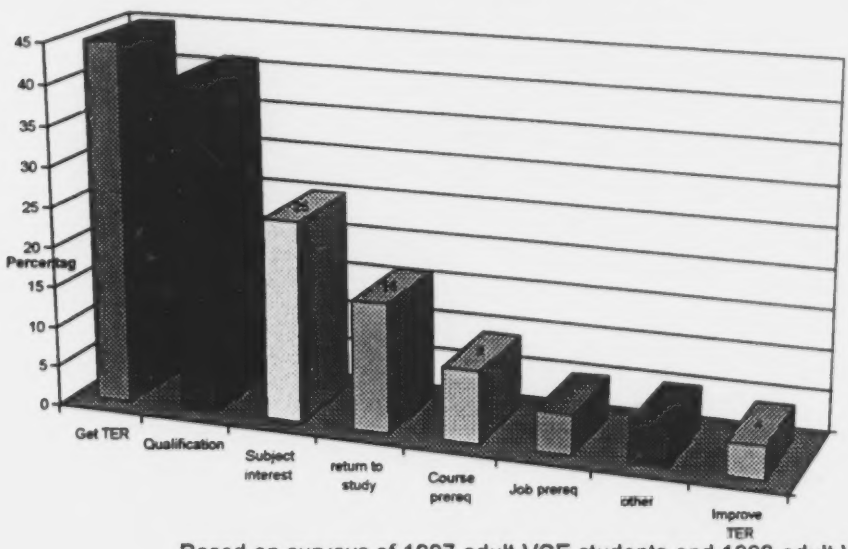
Data from the surveys of current and recent students found that:

- 45% wanted a TER so they could enter a tertiary course;
- 41% wanted the VCE qualification to complete their education;
- 25% were studying subjects for personal interest.

(Percentages add to more than 100% because students could select more than one reason.)

The graph below shows the combined responses from the surveys of current adult VCE students (both general and VET) and the survey of 1996 adult graduates of the VCE to the questions 'Why are you studying VCE?' (for current students) and 'Why did you enrol in the VCE?' (for graduates).

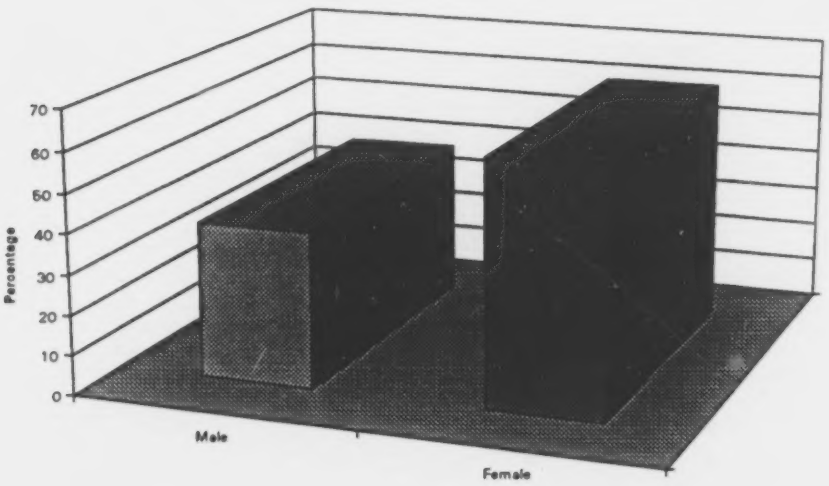
Combined Students & Graduates – Why VCE?



Based on surveys of 1997 adult VCE students and 1996 adult VCE graduates

The majority of adult VCE students are female, as shown in the graph below, which is based on Board of Studies enrolment data.

Adult VCE Students by Sex

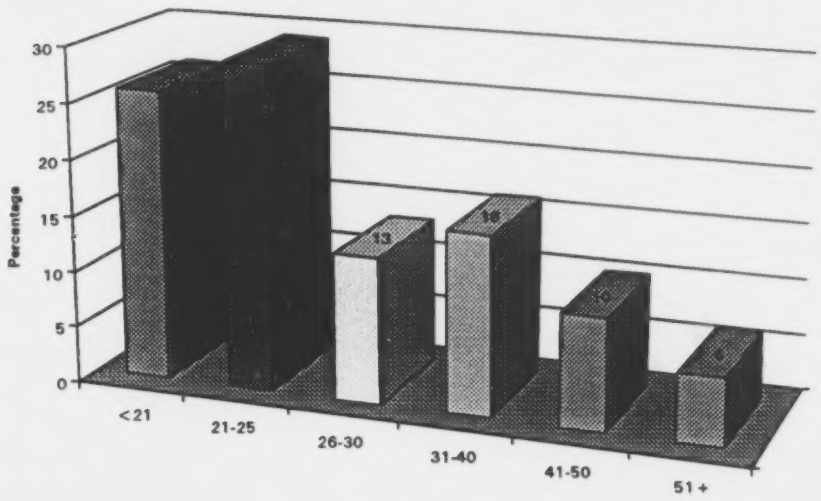


Based on BOS enrolments August 1997

While adult VCE students span all age groups, more than half are under 25. While some of these younger adults may have only been out of formal schooling for the minimum 12 months it is important to remember that early leavers, even in this age group, may have been out of school for almost a decade.

The graph below shows a breakdown of adult VCE students by age, based on year of birth data from the Board of Studies.

Adult VCE Students by Age

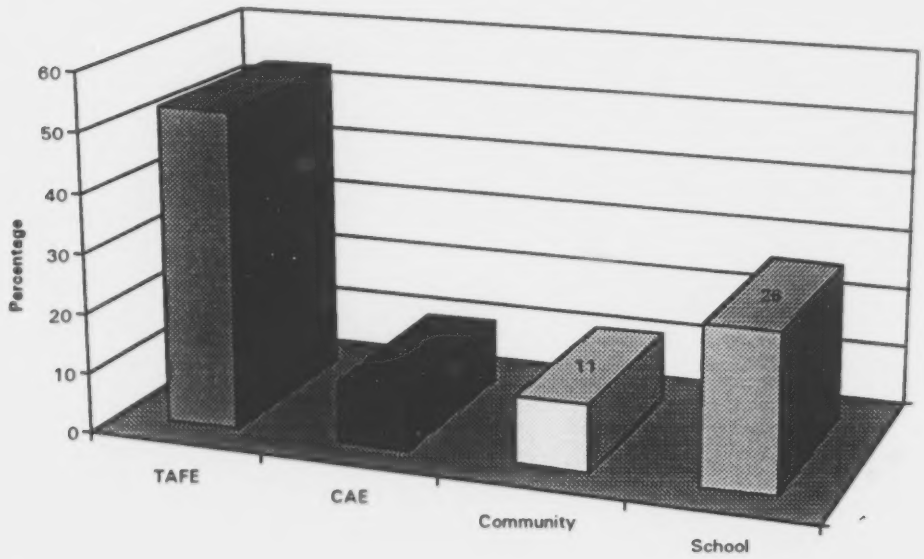


Based on BOS enrolments November 1997.

Most adult VCE students study at TAFE. Just over a quarter of all adult VCE students study at secondary schools, although this may decrease in the future (see Costs under Section 3.6 Barriers to Providers). The remaining students are almost evenly split between the Council of Adult Education and community based providers.

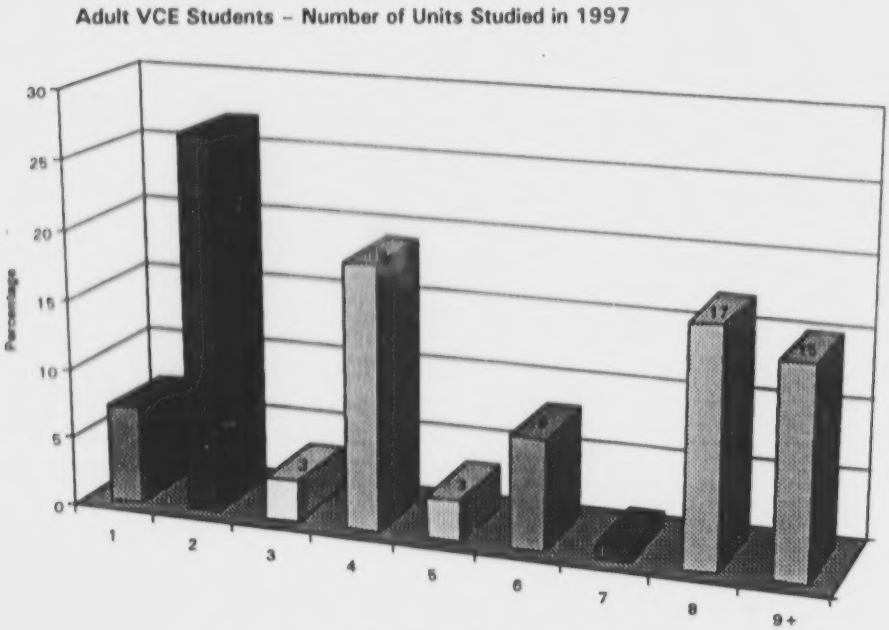
The graph below shows the division of adult VCE students by provider type based on Board of Studies enrolment data.

Adult VCE Students by Provider Type



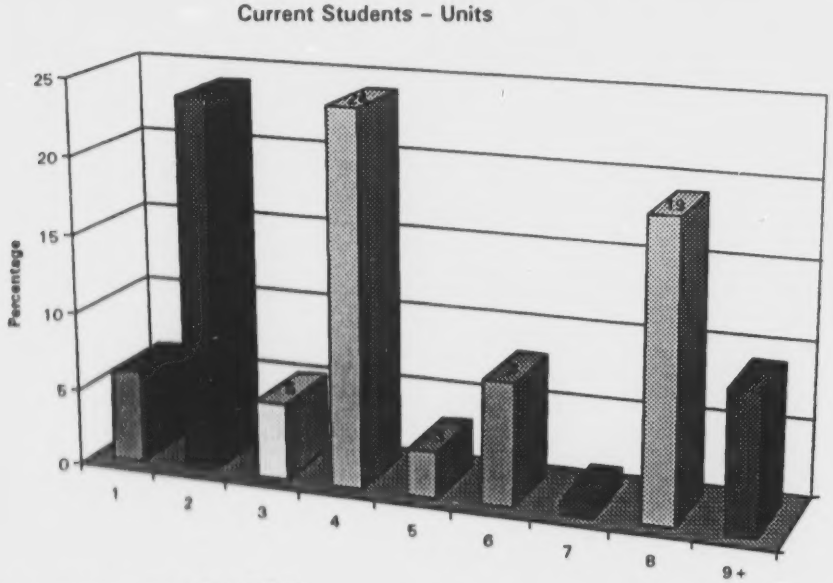
Based on BOS enrolments August 1997

The graph below shows the study loads of 1997 adult VCE students based on Board of Study enrolment figures. The most common study loads are 2 units (1 subject), 4 units (half time), and 8 or more units (full time).



Based on BOS enrolments November 1997

The students surveyed for this project were representative of the population of current students with respect to study load. The graph below shows the units studied this year reported by the current adult VCE students surveyed.



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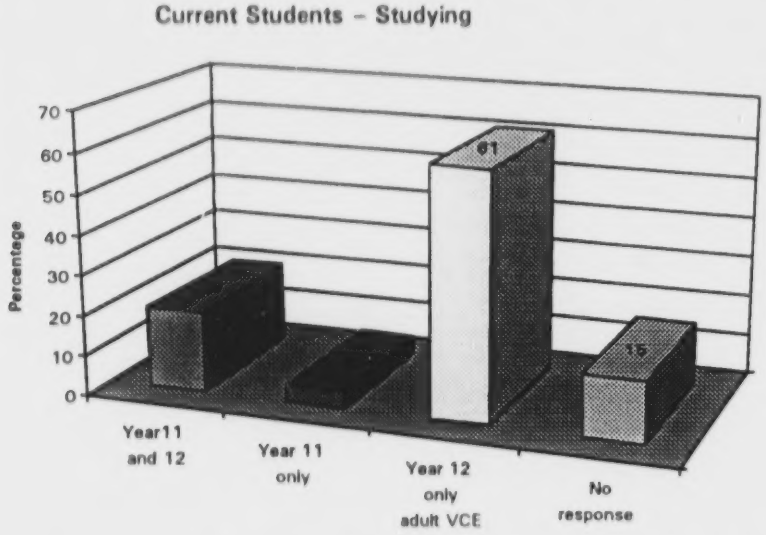
Based on survey of 1997 adult VCE students

Most adult students of the VCE only take 8 units at year 12 level (the minimum Adult VCE requirement). However some students study year 11 only (usually as a return to study or 'bridging' program) and some study both year 11 and 12 (either to ease the return to study or to obtain prerequisite knowledge). It is particularly common for science students to do some year 11 units as this is strongly recommended as a preparation for year 12 in some subjects.

The graph below shows the survey response from current adult VCE students to a question on whether they intended to complete only year 11, only year 12 (the Adult VCE) or both years 11 and 12.



Based on survey of 1997 adult VCE students

This question had a high non-response rate on the questionnaires for current students, seemingly due to difficulty interpreting the wording of the question. It is difficult to obtain information from the VASS on the year levels that make up an adult student's program because:

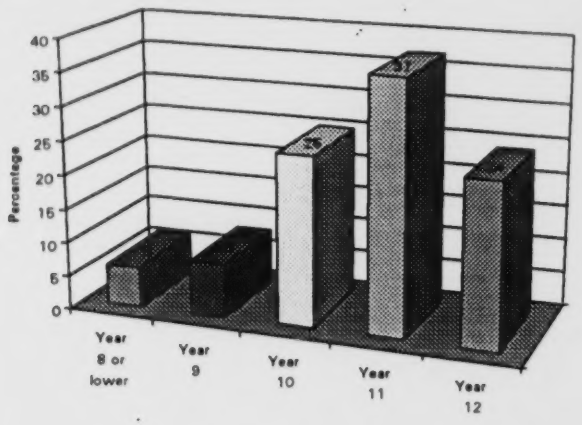
- one would have to follow through a student's enrolments over a number of years;
- a student may complete in one year or may take many years to complete;
- English (or ESL) units 1 and 2 may be done instead of units 3 and 4 as part of the Adult VCE however these students are not 'doing year 11';
- an adult student who has done year 11 as a school-aged student in a previous year will have a year 11 record on the BOS database.

Because of these difficulties directly comparable statistics were not extracted from the VASS. However, as an indication, statistics were extracted on the unit levels in which adult students enrolled in 1997. In 1997, 61% of adult students were enrolled in only units 3 and 4. Thirty-one percent (31%) were

enrolled in levels 1 and 2 only, and 8% were enrolled in a combination of level 1/2 and level 3/4. While this does not take account of students who take a number of years to complete nor differentiate between English and other unit 1/2 studies, it does suggest that the questionnaire responses may give a reasonable approximation of the situation.

The graph below shows the highest level of schooling previously attempted, as reported by current adult VCE students surveyed for this project. Almost one quarter of the current students surveyed had attempted (although not necessarily completed) year 12 prior to enrolling as an adult.

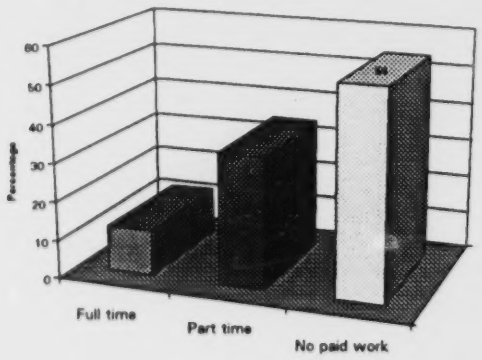
Current Students – Highest School Level Attempted



Based on survey of 1997 adult VCE students

More than half the current students surveyed were not currently in the work force as shown in the graph below.

Current Students – Employment



Based on survey of 1997 adult VCE students

Students who work full time generally study 4 units or less. Students who work part time or who are not in paid employment are spread across all study patterns although amongst full time students (8 units or more) non workers out number workers at a ratio of about 3:2.

3.2 Current adult VET in Schools activity

There are currently very few adults participating in VET in Schools programs (about a 1% participation rate at the most). Since participation is low, this section attempts to describe all participation identified by the project.

Schools

According to the Board of Studies there may be as many as 16 schools with adult students enrolled in VET in Schools. Most of these schools have only one such student. These students generally seem to be enrolled in a full year 11 and 12 VCE program, although this was not confirmed for all cases.

Cann River P-12 College has 12 adult students enrolled in VET in Schools. All twelve are enrolled in Information Technology II.

Northland Secondary College had 3 adult students in Office Administration. All three students joined normal school classes and studied a complete year 11 and 12 program across two years.

TAFE

Peninsula Institute of TAFE seems to be the only adult education provider to have seriously attempted offering VET in Schools to adult VCE students. In 1997 the Institute had 9 adult VCE students enrolled in VET in Schools (Office Administration, Hospitality and Electronics). The VCE team designed the students' programs and made sure credit transfer was covered in the relevant VCE units. Students completed the VET modules in mainstream VET classes (ie regular Office Administration, Hospitality or Electronics classes at the Institute). The students concerned were studying some units at year 11 level (although not necessarily a full year 11 load) and were taking 2 years to complete the VCE.

In previous years, a few students at Peninsula Institute of TAFE have completed Office Administration within a one-year program. The Institute has refused requests for Hospitality within a one-year program because they considered the material could not be covered in the time frame.

In addition, it was noted that Peninsula has had small numbers of students who attempt part time VCE while enrolled in mainstream VET courses not currently available as VET in Schools, for example the Diploma of Social Sciences (Community Development). If VET in Schools for adult VCE students was expanded to include recognition for other VET studies more students may be interested.

Kangan-Batman Institute of TAFE has never offered VET in School to adult VCE students, however one adult student has successfully completed a VET in Schools program. The student had independently simultaneously enrolled in both the VCE and Office Administration. When this came to the attention of VCE staff, she was enrolled as a VET in Schools student on the VASS system

allowing her to receive the TER increment. The student completed both programs, in full, in one year. No credit transfer was used.

In 1998 Holmesglen expects to have a student complete the VCE in VET rather than VET in the VCE. This student has already completed some VCE units in 1997 and will be enrolled primarily in the Advanced Certificate in Horticulture in 1998. The student will use reverse credit transfer from the Advanced Certificate into VCE units and will complete a minimum of other work requirements to obtain the VCE. The student will receive the VCE, the Advanced Certificate in Horticulture (which is her primary aim) and the relevant TER bonus.

Reverse credit transfer is expressly permitted within VET in Schools policy.

> ***Policy objectives***
>
> *'...To enhance the articulation between school and post-school vocational education and training through two-way credit transfer between the VCE and VET qualifications.'*
>
> *(Joint Ministerial Statement - Vocational Education and Training in Schools)*

However it seems that this avenue of VCE in VET has not previously been explored. This shift in emphasis could be a means of marketing the VCE to a new audience.

Council of Adult Education

The Council of Adult Education has not had any students enrolled in VET in Schools.

Community providers

The project team did not identify any VET in Schools programs for adult students in community providers. One community provider had once enrolled a few students in VET in Schools, however the students withdrew from the VCE after completing the VET component of the program.

3.3 Likely demand from adults for VET in Schools

Student opinions

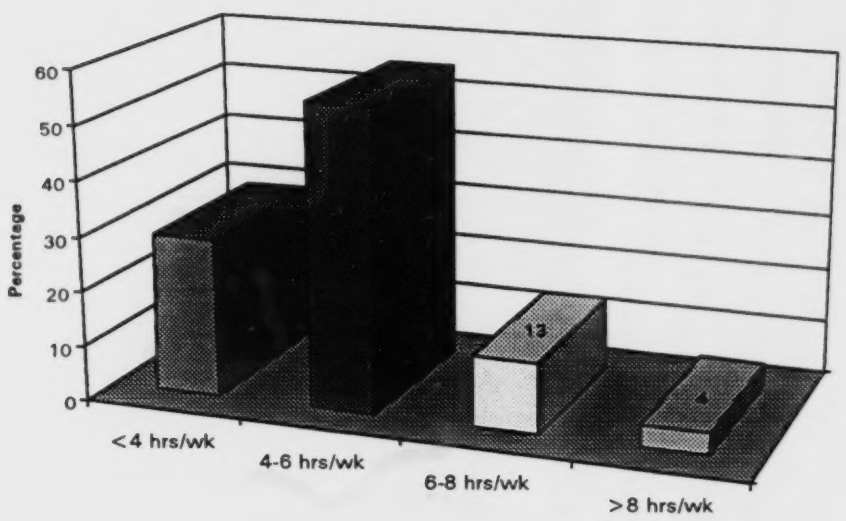
Thirteen percent (13%) of the current students surveyed expressed an interest in studying VET in Schools under the current system and 39% expressed an interest in VET if the system changed to allow a one-year program. As students were not being required to make any sort of commitment these figures are probably far in excess of realistic demand. In general, if asked, more people will say they would like to do something than will ever actually do it.

Seventy-six percent (76%) of the students expressing an interest in VET in Schools said they were willing to commit extra time to the program and 77% said they were willing to undertake a work placement if necessary. Sixty-two percent (62%) said they were willing both to participate in a work placement and to commit extra time.

It should be noted that of adult students currently enrolled in VET in Schools (11 respondents) those who did a work placement (4 out of the 11) all found the experience beneficial. Benefits were seen to relate to both skills and confidence.

The extra time that students were willing to commit to a VET in Schools program is shown on the graph below. (Only those students willing to commit extra time have been included).

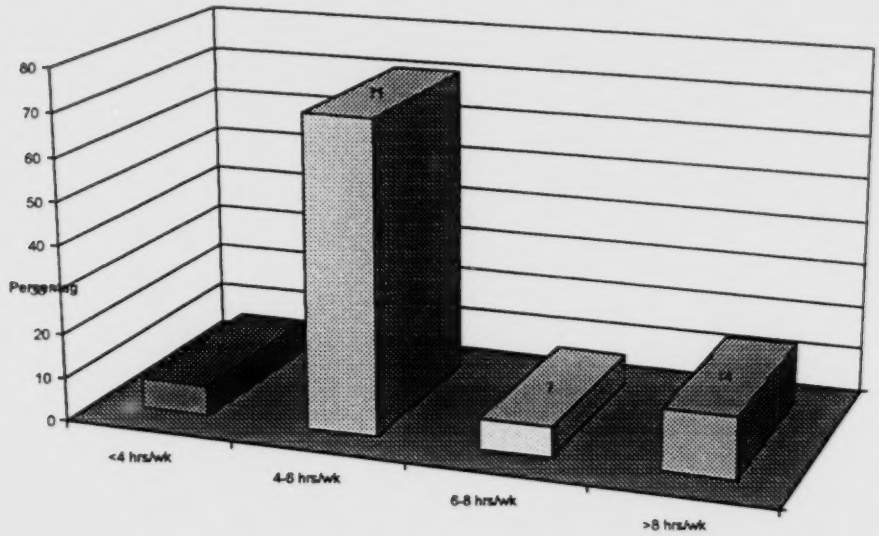
Current Students – Extra Time



Based on survey of 1997 adult VCE students

This corresponds well with the actual extra time reported to have been committed by current students and graduates who did VET in Schools.

VET Current Students & Graduates – Extra Time



Based on surveys of 1997 adult VCE students and 1996 adult VCE graduates

It is worth noting that 'the time a student is willing to commit to a VET in Schools program' is one of the factors the Board of Studies recommends taking into account when deciding whether a student should participate in VET in Schools. (See Appendix 5).

When questioned about barriers to participation in VET, 42% of students who expressed an interest in VET said that they would participate regardless of the barriers.

In order to obtain a more realistic assessment of demand it is necessary to count the students declaring an interest in VET who are also willing to commit additional time and who believe they will participate regardless of barriers. (Willingness to participate in work placement is not critical, as not all programs require a work placement.) This gives the following estimates:

1. Adult students interested in VET studied across two years and requiring unit 1 and 2 credit transfer 2.5

2. Adult students interested in a one year VET program that can be accommodated in the Adult VCE (unit 3 and 4 VCE units only) 9.0

3. Maximum realistic level of interest (obtained by adding 1 and 2) 11.5

Staff perceptions of demand

When asked to comment on the idea of VET in Schools for adults the response from many VCE coordinators, teachers and administrators was 'Why would they?'. Many questioned the relevance of such a program and were quick to point out that in most cases if a student were to do the one year Adult VCE full time, followed by the VET course full time, the two courses could be completed in 18 months which is 6 months quicker than the VET in Schools option.

There was a strong feeling that students needed the opportunity to study a wider range of academic VCE subjects before considering the introduction of VET in Schools. The desire for access to a wider range of VCE subjects was also expressed by many of the students surveyed.

Staff from community providers felt that their students were clearly divided into two groups.

- Those with a short term goal who wanted VET so they could re-enter the work force immediately; and
- Those with a long term goal of progress towards the VCE and eventual re-entry to the workforce or progress to tertiary study.

They believed there would be little market for VET in Schools as they saw little overlap between these two groups.

As one teacher said:

> *'They want to be as focussed as possible on their studies and the VCE/VET combination distracts from a single focus.'*

However, staff from adult education providers recognised that the VCE as it is currently being taught is not meeting the needs of all groups of students. Each focus group participant could identify individual students who were likely to pursue VET options, given the chance, despite believing that the majority of their students would not be interested.

It was suggested that VET in Schools might be attractive to students who progress from the Certificate of General Education for Adults (CGEA) to the VCE and to younger students (under 25) who had been early school leavers. Concern over the situation of young early school leavers is currently heightened by the anticipation of an influx of 18 to 21 year olds into adult education providers when youth unemployment benefit conditions change as of January 1, 1998.

As one person pointed out:

'(There is an) Increasing need to offer adult students a broader range of VCE options, other than tertiary study oriented programs.'

In one of the focus groups a participant raised the idea that even university-oriented students often have part time jobs. This participant cautioned against underestimating potential interest in VET in Schools from academic students:

- either to gain a qualification they can use to secure ongoing part time employment until they finish their studies; or
- as a means of receiving credit for something they would do anyway.

Some staff were considering the effect of the introduction of new apprenticeships and traineeships as VET in Schools. Although these programs would require even more time commitment than the existing ones they were seen to have potential benefits.

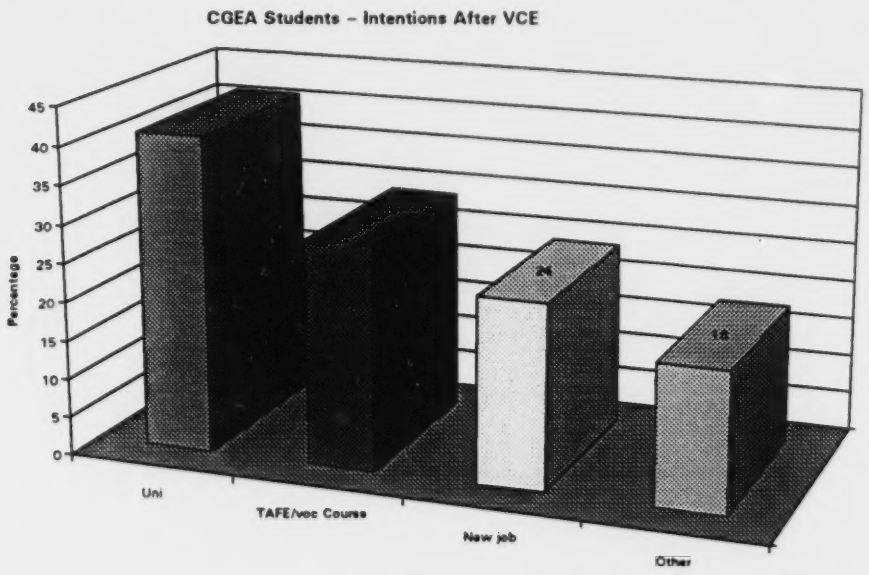
> *'Paying a training wage for work placements would help some students stay in VCE to the end of the year.'*

Potential demand from students progressing to the VCE from the CGEA

In exploring the market for VET in the Adult VCE it was suggested that interest may come from various groups of people who were undertaking the Certificate in General Education (Adults) known as the CGEA.

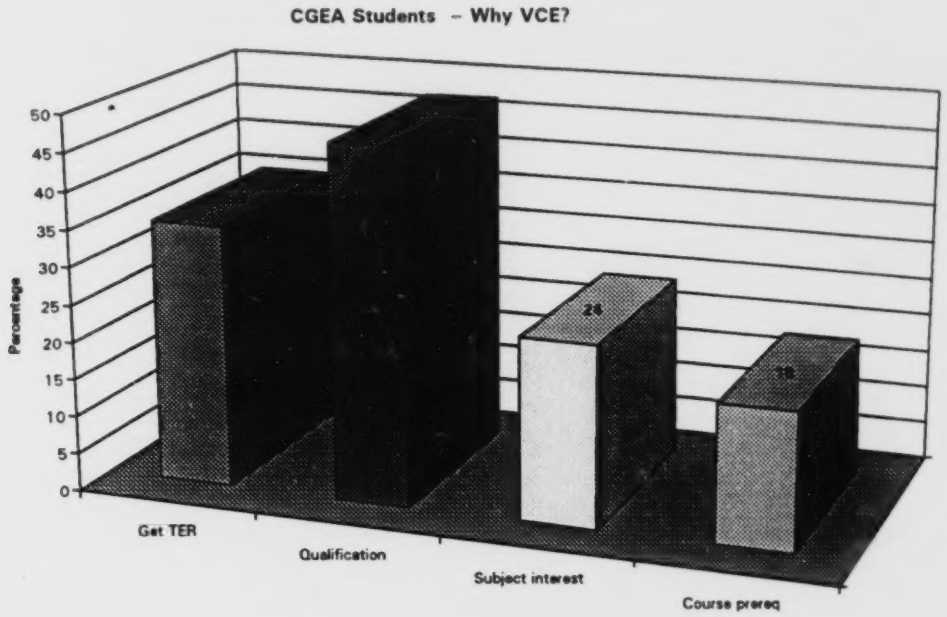
The project team surveyed two classes of CGEA students at the Council of Adult Education and found that these CGEA students were generally older than adult VCE students and fewer of the CGEA students were in full time employment.

Seventy-four percent (74%) of the CGEA students surveyed (ie 17 students) expressed an interest in proceeding to the VCE. Of these, 53% said the TER was important to them. However the CGEA students were less university-oriented than current VCE students.



Based on survey of 1997 CGEA students

CGEA students were less interested in the TER than current VCE students were, and more interested in the VCE as a qualification and a completion of secondary education.



Based on survey of 1997 CGEA students

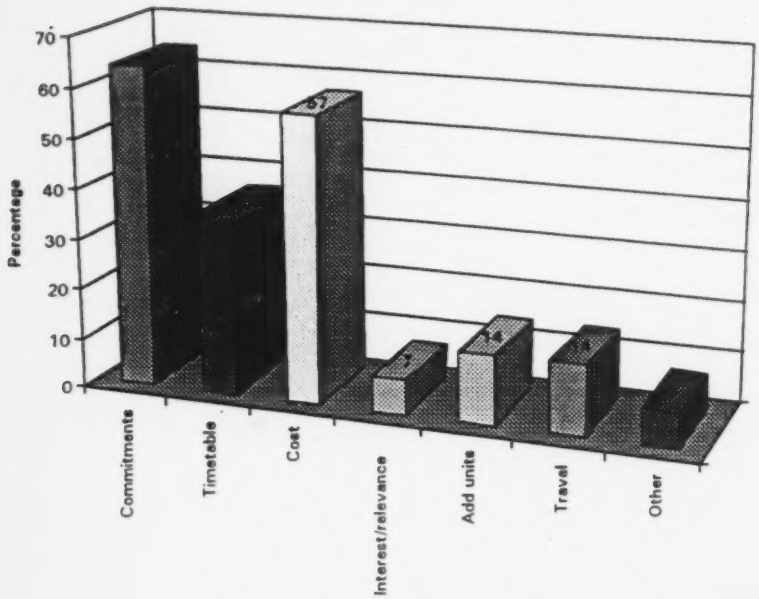
Sixty-two percent (62%) of the CGEA students intending to proceed to the VCE said that they intended to study both years 11 and 12. The high number of CGEA students intending to study years 11 and 12 makes them suitable for considering VET under the current system.

Sixty-three percent (63%) of the CGEA students surveyed said they were interested in VET, however this was split between students intending to study years 11 and 12 and those intending to do year 12 only.

Of those students interested in VET, the percentages that were willing to do a work placement and to commit additional time were similar to the survey of current VCE students.

None of the CGEA students said that they would do VET regardless of barriers so it is difficult to gauge the strength of their interest in VET.

CGEA Students – Barriers



Based on survey of 1997 CGEA students

CGEA students were not given the full list of VET in Schools courses but were asked to nominate areas of study that interested them. Out of 14 nominations office/computer studies received 4 and business received 2. None of the other areas received more than one nomination.

Generalisation of the results of the survey of CGEA students should be treated with some caution because of the small sample size.

Market segmentation

A market segmentation analysis was conducted on data from the surveys of current students and 1996 graduates to see if market segments could be identified within those students interested in VET in Schools. The SPSS CHAID module was used to explore a range of variables to see if any single variable or combination of variables could be used as a statistically significant predictor that a respondent would answer 'yes' to any of the questions relating to interest in VET in Schools (Questions 10, 11, 12 or 13 on the General Questionnaire for Current Adult VCE Students).

Interestingly no combination of sex, age, study load or employment status could be used as a predictor of interest in VET in Schools.

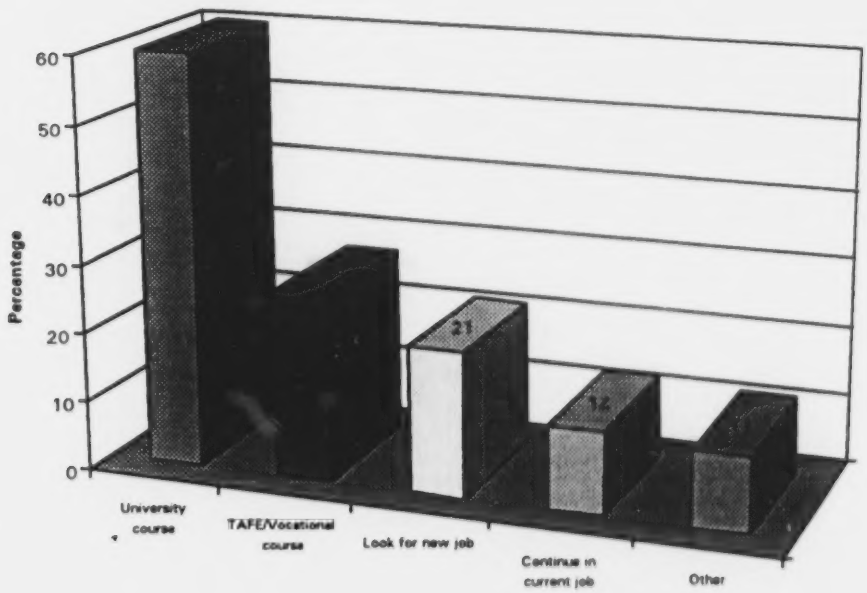
The only statistically significant predictor of interest in VET in Schools was intended destination after the VCE. Students/graduates who intended to look for a new job or enter TAFE/vocational courses after the VCE were interested in VET in Schools.

Although this was to be expected it is interesting that the following students/graduates were still interested in VET in Schools:

- those who selected both look for a new job and a university course.
- those who selected both TAFE/vocational course and university course.

To give an idea of the proportion of students this could involve, current student response frequencies for intentions after VCE (based on survey responses) are shown below. Percentages add to more than 100% because of multiple responses.

Current Students – Intentions After VCE



Based on survey of 1997 adult VCE students

Like willingness to commit time to a VET in Schools program, 'the student's aspirations and plans for further study/work' is a factor the Board of Studies recommends taking into account when deciding whether a student should participate in VET in Schools. (See Appendix 5).

Summary of likely demand

As stated earlier there seems to be a reasonable level of demand (between 2.5% and 11.5%) for VET in Schools programs to be made widely available to adults. However, the results of previous attempts to attract adult VCE students into VET paint a somewhat more negative picture and staff tend to be skeptical. Actual take up rate may not be as high as expressed demand. For this reason, to confirm demand and to allay the concerns of staff, it would be advisable for VET in Schools programs in a few course areas to be offered

to adult students at a small number of adult education providers prior to broader implementation. This could also allow for the testing of:

- different methods of marketing;
- the appropriateness of VET in Schools for different adult target groups (eg younger adults, return to workforce, exit CGEA, one-year Adult VCE);
- the comparative popularity of different programs.

Recommendation 2

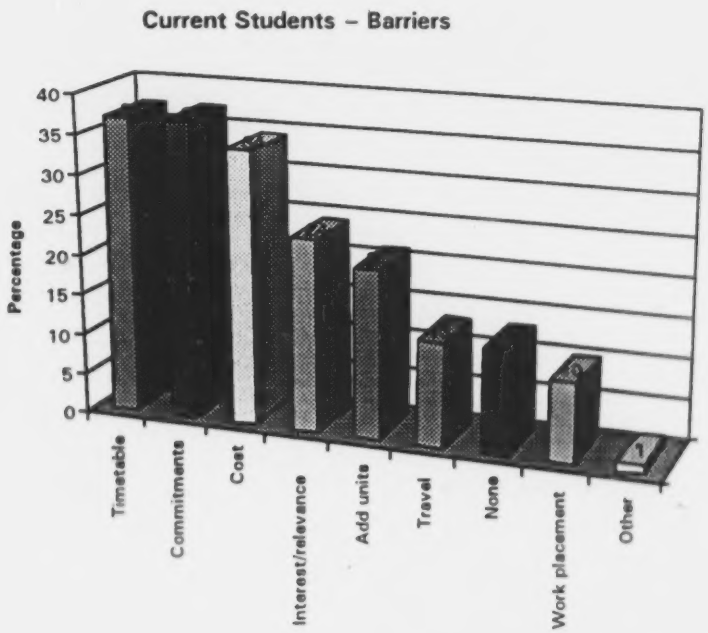
That pilot VET in Schools for Adults programs be run in a few course areas at a small number of adult education providers to:

- *allow more accurate estimation of demand;*
- *trial a range of marketing methods;*
- *test the appropriateness for a range of target groups;*
- *compare the popularity and viability of different programs; and*
- *provide successful examples for other adult education providers.*

3.4 Barriers to students

Barriers reported by current students

In the survey conducted for this project, current adult VCE students reported the following barriers to participation in VET in Schools.



Based on survey of 1997 adult VCE students

Interestingly work placement is not, in itself, a major barrier. However it could be a contributor to the top two barriers of timetabling problems and work/home/family commitments.

Barriers for students identified by staff

Teachers were particularly concerned as to whether adults could cope with additional workload. This is consistent with the high number of adults citing work/home/family commitments as a barrier.

VET in Schools programs involving work placement would be a barrier for those working full time in an unrelated area, although it was suggested that those with substantial work commitments might be less interested in VET in Schools as they already had current work experience. On the other hand adult students already working in an area aligned with the VET in Schools program of their choice could use their current employment as their work placement. Women with young children requiring care may be reluctant to pursue some VET in Schools programs because of work placement requirements.

The current structure under which most VET in Schools programs are studied over two years and depend heavily on credit transfer from unit 1 and 2 studies is an impediment to the majority of adult students who choose to do a year 12 only adult VCE.

3.5 Making VET in Schools more accessible for adult students

Credit transfer

The time savings resulting from credit transfer are one feature that makes it attractive to do a VET course and the VCE simultaneously. At present most of the credit transfer from VCE units occurs at unit 1 and 2 level since the CATs in units 3 and 4 make the delivery of these units less flexible.

Students of the Adult VCE do not study units 1 and 2, with the possible exception of English or ESL. For this reason most adults are not in a position to take full advantage of credit transfer.

The Board of Studies has recently identified credit transfer that may be obtained from units 3 and 4 VCE Information Technology into the Certificate III in Information Technology. Similar identification and encouragement of unit 3 and 4 credit transfer from other subjects and for other VET programs would greatly improve the practicality of VET in Schools for adults.

Of course, this problem with credit transfer does not apply to adults doing the VCE who choose to study units 1 and 2 since their programs are similar to those of mainstream VCE students.

Recommendation 3

That Board of Studies identifies and encourages credit transfer from VCE units 3 and 4, where possible, as an optional alternative to credit transfer from units 1 and 2.

Another problem relating to credit transfer, affecting all adult students in adult education providers, is the lack of understanding of credit transfer amongst VCE teachers. As one focus group participant put it:

> *'They don't realise that you're allowed to kill two birds with the one stone.'*

This needs to be addressed through professional development, which is discussed more fully in Section 3.7 of this report.

Recognition of prior learning (RPL)

One way to make the duration of the VET in Schools courses more compatible with the Adult VCE would be to make recognition of prior learning (RPL) available. This could also reduce the impractical (for students of the Adult VCE) reliance on unit 1 and 2 credit transfer.

Although RPL is a cornerstone of current mainstream VET provision it is not currently part of VET in Schools. This is probably due to the cost of RPL having been weighed up against an assumption that few school-aged students would have prior learning in the areas covered by VET in Schools. Whether this assumption is correct or not, it is undeniable that adult VCE students often have significant amounts of life experience that should be recognised through RPL. In fact, it could be argued that, in a sense, adults already receive a type of RPL in their academic VCE studies in that they are permitted to do year 12 without being required to complete year 11.

Most of the staff interviewed and surveyed were strongly in favour of RPL for adult students and many believed that RPL would be expected.

Recommendation 4

That recognition of prior learning (RPL) be available to adults undertaking VET in the VCE.

Level of VET units and inclusion in the best four

Whether or not adult students intend to apply for a TER, the one-year Adult VCE program is effectively the minimum program required to calculate a TER – the best four subjects only. At present VET units are generally considered equivalent to units at unit 1 and 2 level. They are not viewed as equivalent to units 3 and 4, and they cannot be included in the best four subjects. As long as VET units are perceived in this way, it is unlikely that they will be allowed to replace a unit 3 and 4 sequence in an Adult VCE program, certainly not if a TER is required.

The preferred solution to this would be for the status of VET units to be changed to allow them to count at unit 3 and 4 level, and to be included directly in the calculation of the TER as one of the best four subjects. This is a possible outcome of the current VCE review and should be considered by the Board of Studies, as it would dramatically improve adult access to VET in Schools.

Recommendation 5

That the Board of Studies investigates:

- *establishing requirements to enable VET units to have VCE unit 3 and 4 level equivalence;*
- *allowing VET units to be included in the best four; and*
- *approving VET units to replace a VCE unit 3 and 4 sequence in the Adult VCE.*

3.6 Barriers to providers

Costs

All the focus group participants and many of the staff surveyed felt that funding arrangements were restrictive. They felt that current funding models effectively prevented them from enrolling adult students in VET in Schools.

Currently only secondary schools receive funding for VET in Schools. This funding is to cover the higher cost of either delivering VET units or contracting out their delivery as well as the additional administration, counselling, program coordination and VASS entries required for the student

However, secondary schools are only funded for students under 18, and for 18 to 20 year old continuing students. The only exceptions to this are in country areas where there is TAFE Institute or other adult VCE provider in the area. As a result of the funding situation, schools are becoming reluctant to take adult VCE students. Since most established VET in Schools programs run in secondary schools this excludes adults from the easiest avenue for tapping into VET/VCE combined programs.

Recommendation 6

That the current funding situation for adults in secondary schools be reconsidered, especially for cases where there are adult education providers in the area but where school based offerings are significantly more extensive than the offerings of the adult providers (for example the current situation with VET in Schools).

At present no adult education provider receives funding for VET in Schools.

If TAFE institutes have unused OTFE funded student contact hours these can be used to cover the cost of the delivery of VET units for VET in Schools, however not all institutes are in a position to do this.

The VCE department of the TAFE is responsible for administration, counselling, coordination and VASS entries for the student. This work is unfunded. In addition, if students reduce their VCE units to fit VET units into their program, funding to the VCE department would be reduced which would have implications for staffing and job security for VCE teachers and administrators.

If recognition of prior learning (RPL) for VET in Schools for adults is to be allowed and encouraged, then the cost of this also needs to be considered.

Recommendation 7

That funding be made available for adult education providers to deliver and administer VET in Schools programs, including funding for RPL assessment.

Innovative partnerships between secondary schools and adult education providers could have adult students primarily enrolled through an adult education provider but doing VET in Schools (or other subjects for which there is low demand) through the secondary school. These partnerships would be the 'mirror image' of the current system where many secondary students attend adult VET providers for VET in Schools programs.

Recommendation 8

That funding models for adult education providers allow for the 'outsourcing' of VET in Schools or other low demand subjects to local schools in the same way that school funding allows VET in Schools to be 'outsourced' to mainstream VET providers.

Initial program implementation

Anywhere that VET in schools is offered, the initial stages of setting up a program require a time consuming exercise in fitting the VCE curriculum against the VET curriculum in order to identify credit transfer and resultant changes to the delivery of the VCE units in order to cover some of the VET learning outcomes. Existing sample programs align the two curricula at the module or unit level and general instructions are available on how to adapt VCE units to incorporate VET learning outcomes for credit transfer. However, staff who were surveyed, those who attended the focus groups, and the secondary teachers who were consulted all felt that the task of aligning VCE and VET curricula at the learning outcome level in order to identify modifications/additions to VCE units required to cover VET learning outcomes involved a lot of replicated effort as staff at each provider did the same alignment exercise in isolation and from scratch. Most staff felt that the level of information in the Dual Recognition Handbook was not adequately meeting their needs.

For adult education providers introducing VET in Schools programs for adult VCE students for the first time, the time required to design programs will be a hurdle to making programs available with minimal delay. The time required for initial implementation could be significantly reduced if adult education providers could access detailed sample programs, along the lines of those currently available, but with curriculum alignment illustrated at the learning outcome level. Detailed sample programs would still allow local

customisation, if necessary, but could provide an off-the-shelf solution for the most common combinations of units.

Recommendation 9

That the implementation of VET in Schools by adult education providers, particularly in relation to the Adult VCE, be supported by sample programs, guides and information on the alignment of VCE units against VET learning outcomes and details on required modifications / additions to the VCE units.

Administration

It is highly unlikely that any VCE provider will get sufficient adult students interested in the one VET program to run a VET in Schools class exclusively for adults. Alternatives are that adult students could cover the VET modules by

- joining school students doing VET in Schools; or
- joining mainstream VET classes at a VET provider.

In either case, if the adult VET in Schools student needs to cover more or fewer learning outcomes than other students in a VET class (because of different credit transfer or RPL), then this needs to be clearly understood by all parties from the outset to ensure that the requirements of the student's program are fulfilled.

Recommendation 10

That adult students studying VET units make use, where appropriate, of existing VET delivery mechanisms by either:

- *joining school students doing VET in Schools; or*
- *joining mainstream VET classes at a VET provider.*

Current work placement brokerage arrangements that are in place for school students could be extended to include placement of adult VET in Schools students. This may require new relationships between providers and brokers, but takes advantage of current relationships between regional brokers and local industry.

Recommendation 11

That adult education providers offering VET in Schools to adults be able to use the existing work placement brokerage arrangements currently used by secondary schools.

As mentioned in the section on costs above, VET in Schools places an added burden on any provider in the form of additional administration, counselling, coordination and VASS entries for the student.

Demand for work placements

Increasing competition for work placements was a major concern amongst school teachers and other staff currently involved in organising work placements.

At present the following groups of students are competing for places in industry:

- secondary students on work experience (predominantly year 10);
- VET in Schools students (year 11 and 12 secondary students);
- TAFE students with a work placement component in their courses;
- university students whose degrees/diplomas require a work placement.

The increase in VET in Schools students is already placing pressure on other groups requiring exposure to the work environment. Extending VET in Schools to include adults will add to this pressure, although the impact will be insignificant compared with that of the general growth of VET in Schools which is occurring anyway.

3.7 Professional development for VCE staff at adult education providers

Staff from secondary schools have recently undergone professional development to help them set up and manage VET in Schools programs at their schools. VCE staff at adult education providers know very little about VET in Schools (and are often the first to admit this). If VET in Schools is to become wide spread in the adult education sector, then professional development for those who will be counselling students and designing and managing their programs is essential.

- Professional development for VCE teachers, coordinators and counsellors at adult education providers should cover the following areas: about VET in Schools; designing a program (working with curricula, credit transfer, adapting delivery/work requirements of VCE units where necessary, RPL); forming partnerships with industry and arranging work placements; and making best use of existing mainstream VET and VET in Schools provision.

Recommendation 12

That there should be VET in Schools professional development for VCE teachers, coordinators and counsellors at adult education providers, and that this professional development should cover the following areas:

- *about VET in Schools;*
- *designing a program (working with curricula, credit transfer, adapting delivery/work requirements of VCE units where necessary, RPL);*
- *forming partnerships with industry and arranging work placements; and*

making best use of existing mainstream VET and VET in Schools provision.

3.8 Appropriate VET in Schools courses for adults

Focus group results

Focus group participants were unable to estimate demand for specific VET courses. The exception to this was Horticulture, which it was believed would have no attraction to students because of the long nominal duration.

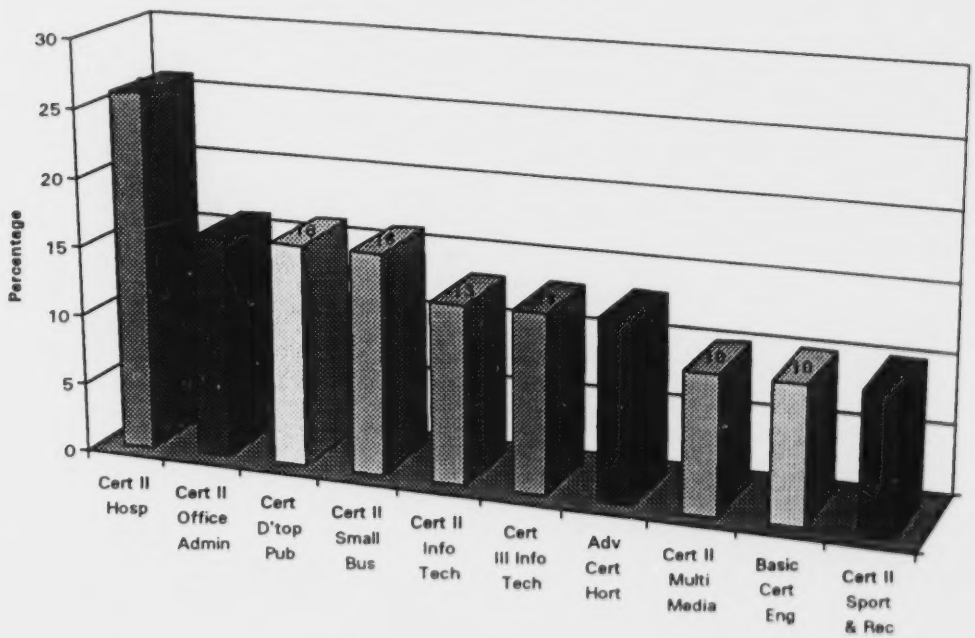
In general focus group participants felt that they would work with a range of courses.

Courses in which adults are interested

Students declared an interest in the full range of courses available. The graphs below show the level of interest in the most popular courses. It is necessary to keep in mind that students were only given the course names and were not informed of detailed content, extent of credit transfer, nominal hours or work placement requirements.

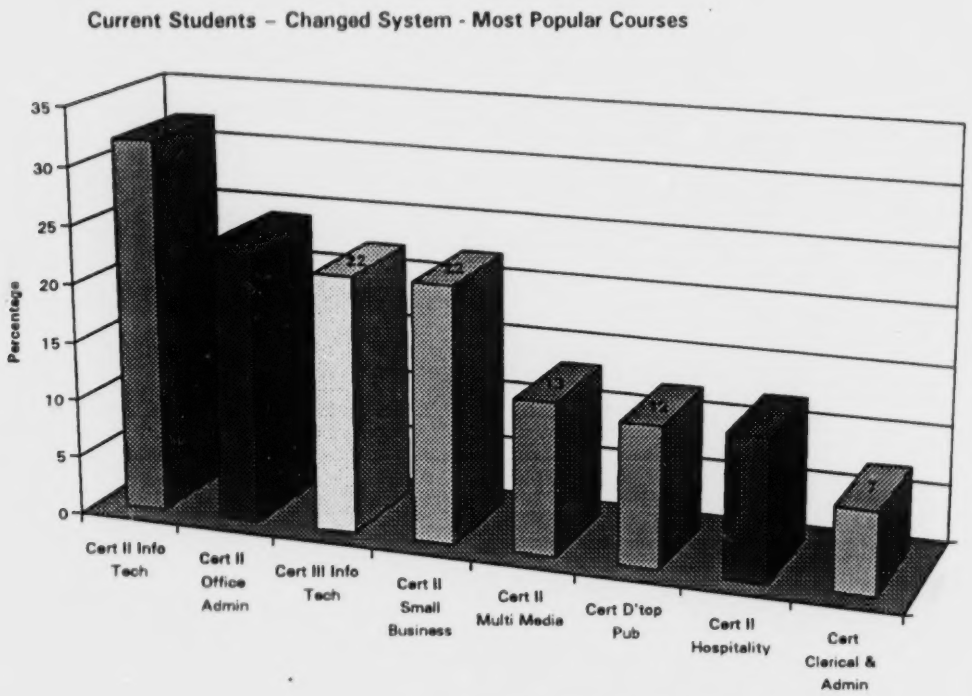
Percentages on the first graph are of students currently studying years 11 and 12 and interested in VET. Percentages add to more than 100% because multiple responses were allowed.

Current Students - Current System – Most Popular Courses



Based on survey of 1997 adult VCE students

Percentages on the second graph are of adult students currently studying year 12 only who would be interested in VET if it could be incorporated in a one year Adult VCE. Percentages add to more than 100% because multiple responses were allowed.



Based on survey of 1997 adult VCE students

Currently available VET courses that could fit with the Adult VCE

In considering suitable courses for a pilot program the project team looked for popularity with students and feasibility from the provider viewpoint. It is therefore suggested that the Certificate III in Information Technology and Certificate II in Office Administration would make good, workable models. Adults surveyed have expressed higher levels of interest in these compared to other courses and most providers of the VCE for adults have appropriate facilities and expertise to deliver them.

Recommendation 13

That VET in Adult VCE pilot programs include Certificate III in Information Technology and Certificate II in Office Administration.

New VET in Schools programs

The questionnaires asked current students and 1996 graduates who had not done VET in Schools whether there were any VET courses not currently available as VET in Schools in which they would have an interest. The courses/fields suggested by respondents appear in Appendix 3.

Social and Community Services courses are not currently available as VET in Schools programs largely due to minimum age requirements in the industry. However, courses in this area appear to be of interest to adults and there appears to be no reason why these courses could not be available as 'Adults Only' VET in Schools programs.

It is unlikely that Adult only VET in Schools programs would compete with schools for work placement positions. However, they may still be in competition with TAFE and University courses that require work placements.

It would be advisable for any VET in Schools for adults pilot program to include a course from the Social and Community Services area to evaluate the suitability of these courses. Based on student interest and what is offered in other states it might be appropriate to consider a course in child care for this purpose.

Recommendation 14

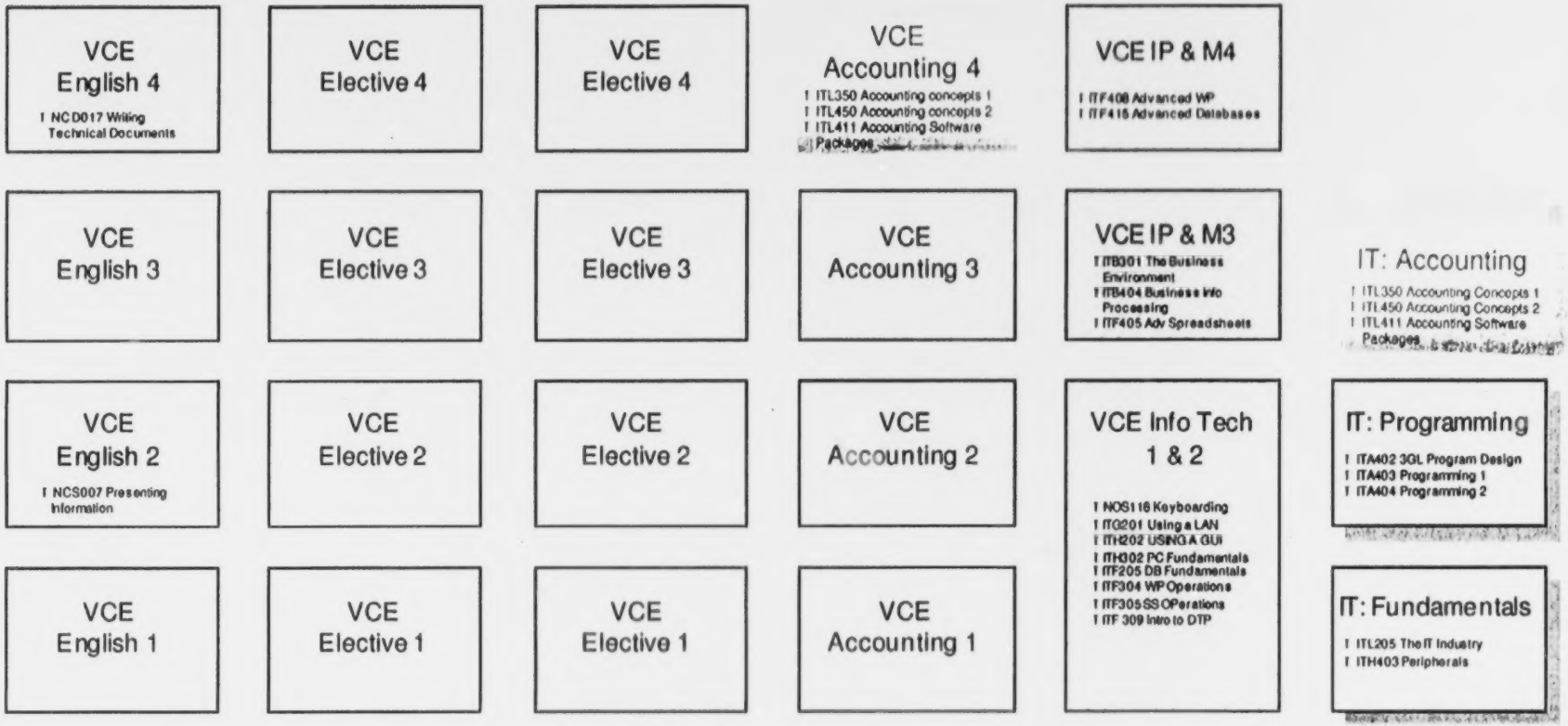
That VET in Schools for Adults pilot programs include an appropriate Social and Community Services course, possibly in the area of child care.

4. A PRACTICAL DELIVERY MODEL

The following delivery model illustrates how an existing VET course can be converted into an adult delivery model. The VET course chosen is the Certificate in Information Technology (Commerce) as it was one of the VET courses favoured by adults. Units 1 & 2 have been removed as adults are not required to complete these units. In the adult format, it would be possible to complete a VET course with the Adult VCE in one year if the student was able to commit the extra time.

The only problem envisaged in this model is the extra time required to complete the VET component. In the original model students would complete the program over two years. In the adult model students would complete the program in one year. To overcome this difficulty a Recognition of Prior Learning (RPL) process would need to be implemented to reduce the additional units. This in itself should not cause too great a concern as the RPL process is already in place where adults are not required to complete year 11 subjects.

VCE/CERTIFICATE LEVEL III (COMMERCE)
IN INFORMATION TECHNOLOGY – ORIGINAL
(Computer Applications)



Legend

- VCE units providing Credit Transfer
- VCE units providing Credit Transfer, also covered in Dual Recognition Units
- VCE optional student choice
- Dual Recognition units

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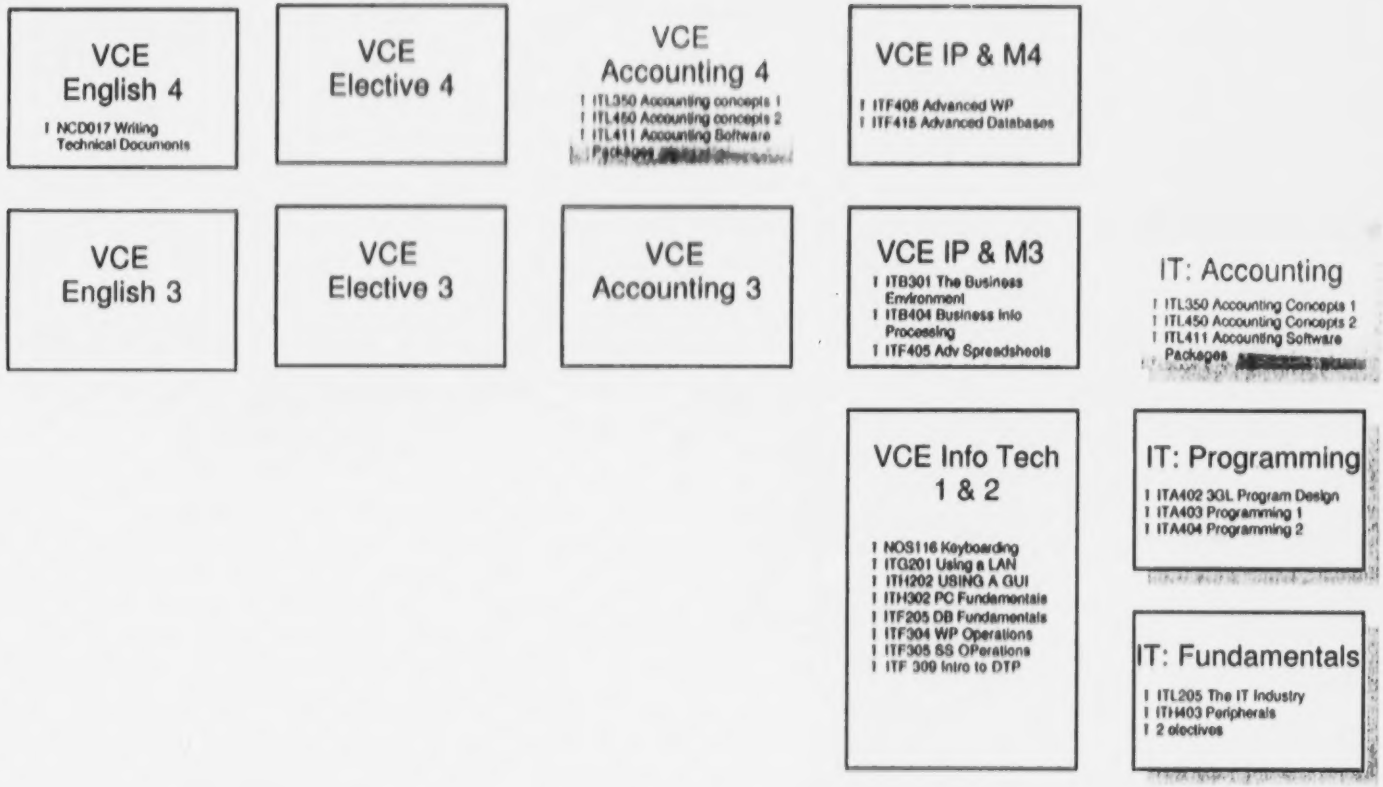
VCE/CERTIFICATE LEVEL III (COMMERCE)
IN INFORMATION TECHNOLOGY – ADULT
(Computer Applications)


VCE English 4
! NCD017 Writing Technical Documents
VCE Elective 4
VCE Accounting 4
! ITL350 Accounting concepts 1
! ITL450 Accounting concepts 2
! ITL411 Accounting Software
VCE IP & M4
! ITF408 Advanced WP
! ITF415 Advanced Databases
VCE English 3
VCE Elective 3
VCE Accounting 3
VCE IP & M3
! ITB301 The Business Environment
! ITB404 Business Info Processing
! ITF405 Adv Spreadsheets
IT: Accounting
! ITL350 Accounting Concepts 1
! ITL450 Accounting Concepts 2
! ITL411 Accounting Software
VCE Info Tech 1 & 2
! NOS116 Keyboarding
! ITG201 Using a LAN
! ITH202 USING A GUI
! ITH302 PC Fundamentals
! ITF205 DB Fundamentals
! ITF304 WP Operations
! ITF305 SS OPerations
! ITF 309 Intro to DTP
IT: Programming
! ITA402 3GL Program Design
! ITA403 Programming 1
! ITA404 Programming 2
IT: Fundamentals
! ITL205 The IT Industry
! ITH403 Peripherals
! 2 electives

Legend

- VCE units providing Credit Transfer
- VCE units providing Credit Transfer, also covered in Dual Recognition Units
- VCE optional student choice
- Dual Recognition units

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5. CONCLUSIONS

Adults should be given the same opportunity to participate in VET in the VCE that is currently available to school students. Arguments supporting this are:

- expressed levels of interest of between 2.5% and 11.5%;
- equity (adults should not be disadvantaged compared with younger VCE students);
- that the aims of VET in Schools to attract students to stay on at school and to prepare them for the labour market are applicable to adult students, particularly young adults who have not succeeded in finding meaningful work since leaving school and more mature adults seeking to re-enter the workforce.

At the very least adult students should be informed of the options which exist, since a small number of adult students will be sufficiently motivated to find a way to make things work regardless of the barriers. Appropriate vehicles for informing potential students include the booklet *VCE for Adults in Victoria*, other pre-enrolment course information and pre-enrolment counselling.

While barriers to adult participation in VET in Schools do exist they are not insurmountable. In this report three programs of study that would be practical for adults doing the one-year Adult VCE have been proposed.

Any significant expansion of opportunities for adults to participate in VET in Schools will depend upon suitable funding being made available.

For adults intending to take more than one year to complete their VCE and for those willing to do at least some year 11 units a range of opportunities are possible.

Introducing recognition of prior learning (RPL), changes to the status of VET in Schools within the VCE and changes to how the TER is calculated could do much to improve opportunities for adults to participate in VET in Schools.

As the number of adults in one geographic area interested in any particular VET in Schools program will, most likely, be low, it would be practical to make as much use of existing infrastructure and delivery as possible.

Pilot programs need to be run to give a better indication of the level of take up of VET in schools by adults and this, in turn, will allow more informed judgements to be made regarding the feasibility of full scale implementation.

APPENDICES

APPENDIX 1: LITERATURE SEARCH

Cleary, M. *Review of General Education in the State Training System*, Adult, Community and Further Education Board, Victoria, 1996.

This report had two recommendations relating to Adult VCE students and dual recognition programs, as VET in Schools was then known.

Recommendation 8:That TAFE college providers of the VCE investigate making dual recognition programs available to local school students also available to adult VCE students enrolled in their own colleges.

Recommendation 9: That the Dual Recognition Task Force be requested to conduct a pilot program at one VCE TAFE provider.'

and in the body of the report...

2.3 Dual Recognition

In an increasing number of cases it is now possible for VCE studies to gain dual recognition as units within TAFE programs. These programs are widespread in schools but rarely available to adult students of the VCE studying at Adult Providers. It appears that poor communication between the relevant departments of TAFE colleges is responsible for this. Teachers of the VCE to adults within TAFE colleges appear to have little knowledge of which departments are involved in dual

Recognition programs. An opportunity to study dual recognition programs would allow an adult to have access to a TAFE qualification as well as to the VCE qualification. Some part time Associate Diploma students in TAFE may also appreciate the opportunity to gain units towards a VCE.'

***Joint Ministerial Statement: Vocational Education and Training in Schools*, Victoria, August 1996.**

This statement formalises the Victorian government's commitment to VET in Schools and sets out government policy.

***VCE Administrative Handbook 1997*, Board of Studies, Victoria, 1996.**

This handbook for principals, VCE coordinators, VASS administrators and VCE teachers contains administrative advice and regulations for studies accredited by the Board of Studies.

Relevant sections include:

4.1.8 Reporting recognised VET units (Dual Recognition)

4.2 Satisfactory completion of the VCE

4.2.1 Students who enrolled in the VCE for the first time from 1994

4.2.3 Students returning to study (adult students)

***Dual Recognition - A Handbook for Schools and Training Providers*, Board of Studies, Victoria, 1997.**

This regularly updated handbook contains details of all the VET in Schools (formerly dual recognition) programs currently available in Victoria.

The overview section at the start of the handbook provides operational guidelines for implementing a VET in Schools program.

Victorian Vice-Chancellors' Committee, *The VCE and Tertiary Selection*, Board of Studies, Victoria, February 1995.

This brochure for VCE students explains how the TER is calculated.

***Guidelines for School Census - Counting Students for Statistical Returns*, Executive Memorandum 97/048, Board of Studies, 1997.**

This memorandum includes guidelines for the funding of students over eighteen years of age attending secondary schools.

***Accreditation Application Certificate III in Children's Services*, ANTA, 1997.**

This national child care curriculum will be implemented in Victoria from 1998 and would be useful in considering the possibility of a VET in Schools program for adults in this industry area.

Ainley, J. and Fleming, M. *School-Industry Programs: National Survey 1996*, Australian Council for Educational Research, Melbourne, 1997.

This report presents and describes data collected in the second national survey of school industry programs and is based on information from schools that enrolled students in years 11 and 12 in 1996. The principal aim of the report was to monitor the scale and characteristics of school-industry programs. School-industry programs were defined as those:

- involving year 11 and/or year 12 students;
- where students spend time in the workplace as part of the program; and
- students were enrolled in the program at the time of the survey.

***School-Industry Programs: Some Comparisons Between the States and Territories*, Dusseldorp Skills Forum, September 1997.**

This is a more detailed analysis of the data from the previous report. This report looks at differences between the states and suggests that unhelpful diversity between the states should be reduced and minimum quality standards implemented.

The main focus of the report is the relationship between school and industry and therefore the details of the work placement component of programs. However issues such as credit towards post school VET; credit towards the student's school course; and breadth and depth of program are also discussed.

McPhee, J. and Shearer, S. *Report of the Consultation on the Possible Extension of New Apprenticeship and Traineeships into Schools*, Australian Chamber of Commerce and Industry & Business Council of Australia, 1997.

This report, resulting from national consultations, identifies issues for consideration in the development of Apprenticeships and Traineeships in Schools by the Ministerial Council for Employment, Education and Training and Youth Affairs (MCEETYA) Taskforce on Modern Australian Apprenticeship and Traineeship System (MAATS) in Schools.

Kenway, J. et al, *Vocational Education Pathways: Issues Report*, ARC Project, 1997.

This issues report stems from a research project entitled "A Project Examining Vocational Education Pathways for Young Women and Men in he Senior Secondary Years" funded by the Australian research Council and conducted at the Deakin Centre for Education and Change. Research was conducted in eight cameo schools.

Although this report considers only Vocational Education and Training for school aged students in schools, most of the issues would be equally relevant to adults combining VET and general education in either schools or adult education providers.

Other papers arising from this research are and will be available.

***1997 VET in Schools*, Western Australia Department of Training, Perth, 1997.**

This is a broad outline of Western Australian VET in schools policy, funding process and priority skill areas for 1997. Contact numbers are provided for further information.

The appendix contains various clippings from newspapers, ANTA articles and Education Department of WA articles, as well as press releases, some program outlines and program promotional brochures.

Crestani, I. and Jorm, N. *Segmenting for Success: Style Guide - Marketing to Women*. ANTA, 1997.

This document divides women to whom vocational education and training could be marketed into twelve market segments. For each market there are suggested key values/motivators, messages, ways to access the segment, styles, colours, graphic styles and examples of promotional texts.

Two of the segments, 'explorers' and 'aspirants', are easily identified amongst adult VCE students. A third segment, 'job seekers', is typical of many women who enrol in the VET courses that are available as VET in Schools but who do not enrol in the VCE. "Segmenting for Success" could be useful in producing promotional materials targeted at these groups.

NSW Minister for Education and Training. *Securing Their Future*. NSW Government, 1997.

This white paper outlines the New South Wales Government's Reforms for the Higher School Certificate based on the report Shaping Their Future by Professor Barry McGaw.

The paper includes principles for vocational education and training in the Higher School Certificate and strategies for strengthening vocational education and training. There is no mention of adult students.

Also available on CD-ROM which includes Their Future (McGaw's green paper) and Shaping Their Future (McGaw's final report).

APPENDIX 2: QUESTIONNAIRES

This appendix contains the cover letters, information sheets and questionnaires for:

- General Current VCE Students
- Current Students of VET in the VCE
- Graduates of the VCE
- VCE Teachers, Coordinators and Administrators
- Current Students of the CGEA

SURVEY OF TEACHERS, COORDINATORS & STUDENTS

OF ADULT VCE

Holmesglen Institute of TAFE has been contracted by the Adult, Community and Further Education Division (ACFED) of the Office of Training and Further Education (OTFE) to examine Vocational Education and Training (VET) in the Adult VCE.

The project team is required to:

- document relevant patterns of current arrangements for VET in schools and in the adult VCE;
- identify issues, barriers and opportunities for adult VCE students wishing to undertake VET in their VCE;
- analyse cost and resource issues;
- provide a realistic assessment of likely demand; and
- make recommendations for action to establish, improve and extend VET in the adult VCE with specific recommendations on the establishment of a limited number of programs in 1998 including advice on appropriate initial study areas.

VCE Coordinators & Teachers

Holmesglen needs your input to this project. As coordinators and teachers of adult VCE students you know the issues facing you and your students.

We have enclosed 3 copies of a survey for coordinators and teachers. A brief explanation of the VET subjects on offer is included with the survey. Please take some time to complete these surveys ñ your opinions are important to the project.

Students

Two surveys have been developed for students.

- One is for current adult VCE students who *have not* undertaken VET units in their VCE.
- The other is for adult students who *have* undertaken VET in the VCE.

The student surveys are rather complex and students may need some help/encouragement to complete them.

Would you please assist us by administering these surveys to adult VCE students. We know your classes have full work loads so we have designed the surveys to take about fifteen minutes to complete. When all surveys are completed, please return them in the pre-paid, self addressed envelope by **17 October, 1997**.

A survey has also been forwarded to recent VCE graduates to establish their views on VET in the Adult VCE.

If you require more information please call Denise Caddy (03) 9564 1509 or Mark Kelly (03) 9564 1955.

Thank you for your assistance

MARK KELLY

Project Manager

6 October 1997

Information on

General Questionnaire for Current Adult VCE Students

Requirements for the adult VCE

Adult students of the VCE are generally defined as students who are over 18 and have been away from full time schooling for more than 12 months.

To obtain the VCE school students have to complete 16 units. However, adult students are only required to complete 8 units. This means that the adult VCE can be completed in one year full time.

Vocational studies in the VCE

At present, secondary school VCE students have the option of completing vocational certificates as part of their VCE. This requires students to complete extra units which are typically completed over 2 years.

Students who take this option receive:

- a vocational certificate recognised by industry (in the form of a *VET in Schools Certificate* issued by the Board of Studies)
- results that count towards their VCE / TER (including a 10% TER increment)
- credit if they go on to more advanced TAFE courses after the VCE.

The following can vary depending on which vocational certificate is being studied:

- the amount of extra time you need to put in
- whether or not a work placement is required
- the length of the work placement if there is one.

Very few adult students do a vocational certificate as part of the VCE and most adult VCE students are not currently being offered this option.

The vocational courses currently available are:

a) Certificate II in Information Technology (Computer Applications)
b) Certificate III in Information Technology
c) Certificate II in Office Administration
d) Certificate of Clerical & Administrative Skills
e) Certificate in Desktop Publishing
f) Certificate II in Arts (Interactive Multi Media)
g) Certificate II in Printing (Production & Graphics Support)
h) Certificate II in Small Business Practice
i) Certificate II in Business (Organisation Practices)
j) Certificate in Retail Operations (Sales)

k) Certificate II in Automotive
l) Certificate II in Agriculture (Farming)
m) Advanced Certificate in Horticulture
n) Certificate II in Horse Studies
o) Certificate II in Hospitality
p) Certificate IV in Food Technology
q) Basic Certificate in Electronics
r) Basic Certificate in Engineering
s) Certificate II in Music Industry Skills
t) Certificate II in Sport & Recreation

About this study

We are looking at whether adults are interested in studying vocational certificates in the VCE either:

_ under the current arrangements;

or

_ if the requirements changed.

This questionnaire is for current adult VCE students who are **not** studying for a vocational certificate as part of their VCE. If you are currently studying for a vocational certificate as part of your VCE please ask the person who gave you this questionnaire to give you a copy of the *Questionnaire for Adults Currently Studying VET in the VCE.*

General Questionnaire for Current Adult VCE Students

Please answer the following questions. For most of the questions you simply need to tick the box to answer. A few questions require you to write your answer.

Your responses will be confidential. Thank you for your help.

Question 1

What is your sex?

- Male ❑
- female ❑

Question 2

How old are you?

- under 18 ❑
- 18 - 20 ❑
- 21 - 25 ❑
- 26 - 30 ❑
- 31 - 40 ❑
- 41 - 50 ❑
- 51 and over ❑

Question 3

How many VCE units are you studying this year (eg if you are doing English unit 1 and English unit 2, you are studying 2 units)?

- One ❑
- Two ❑
- Three ❑
- Four ❑
- Five ❑
- Six ❑
- Seven ❑
- Eight (ie full time) ❑
- More than eight ❑

Question 4

Are you:

- in full time employment? ❑
- in part time employment? ❑
- not in paid employment? ❑

Question 5

Are you studying the VCE at:

- a TAFE Institute? ❑
- the Council of Adult Education? ❑
- a community based provider (eg a neighbourhood house or adult learning centre)? ❑
- a school? ❑

Question 6

Before you enrolled as an adult in the VCE, what was the highest level of school you had attempted?

- year 8 or lower ❑
- year 9 ❑
- year 10 ❑
- year 11 ❑
- year 12 ❑

Question 7

Why are you studying VCE?
(You may tick more than one box)

- To get a TER score so I can get into a tertiary course. ❑
- To improve my TER score. ❑
- To do specific prerequisite subjects for entry to a course (eg if you have to study biology to meet the entry requirements of the course you want). ❑
- To do specific prerequisite subjects for work (eg if you have to study biology for your current job or a job you want). ❑
- I just want the VCE qualification to complete my education. ❑
- I just want to do the subjects for personal interest. ❑
- It's a good way to get used to studying again. ❑
- Other reason (please specify) _____

Question 8

What do you intend to do after you have completed your VCE?
(You may tick more than one box)

- University course ❑
- TAFE / vocational course ❑
- Look for a (new) job ❑
- Continue in current job ❑
- Other (please specify) _____

Question 9

Are you intending to study:

Year 11 and 12? (please answer questions 10 and 11) ❑

Year 11 only? (please answer questions 12 and 13) ❑

Year 12 only (the "adult VCE")? (please answer questions 12 and 13) ❑

Question 10

Would you be interested in studying, as part of your VCE, any of the vocational courses listed in the introduction to this questionnaire?

Yes ❑

No ❑

If yes, which course/s from the list would you be interested in?

Question 11

Are there any other vocational courses or subject areas, not on the list, which you would be interested in studying as part of your VCE?

Yes ❑

No ❑

If yes, please specify.

If you have answered questions 10 and 11, please go to question 14.

Question 12

If changes to the VCE allowed you to complete a vocational course in one year, would you be interested in studying, as part of your VCE, any of the vocational courses listed?

Yes ❑

No ❑

If yes, which of the course/s from the list would you be interested in?

Question 13

If changes to the VCE allowed you to complete a vocational course in one year, are there any vocational courses or subject areas, not on the list, which you would be interested in studying as part of your VCE?

Yes ❑

No ❑

If yes, please specify.

If you answered "yes" to any of questions 9 -13, then please answer questions 14 to 17.

Otherwise please skip to question 18.

Question 14

Would you be interested in the vocational course/s you selected even if they required an additional time commitment?

Yes (go to question 15) ❑

No (go to question 16) ❑

Question 15

If you answered "yes" to question 14, how much additional time would you be willing to allow for each course?

- Less than 4 hours per week ❑
- 4 to 6 hours per week ❑
- 6 to 8 hours per week ❑
- More than 8 hrs (please specify) _____

Question 16

Would you still be interested in doing a vocational course if you were required to do a work placement?

- Yes (go to question 17) ❑
- No (go to question 18) ❑

Question 17

Which of the following work placement patterns would you be able to attend? (Each pattern extends over a full year).
(You may tick more than one box)

- 1 day each week ❑
- 1 day every two weeks ❑
- 1 day each month ❑
- 1 full week each term ❑
- Other (please specify) _____

Question 18

As an adult VCE student, do you have any suggestions as to what other options could be included in the adult VCE?

_____

Question 19

If you had the opportunity to study a vocational course as part of your VCE which of the following hurdles would be likely to prevent you from doing so?
(You may tick more than one box)

- Lack of interest / relevance ❑
- Having to study additional units ❑
- Additional cost ❑
- Timetabling inflexibility ❑
- I'd probably have to travel to another provider for the vocational units and I don't want to do that ❑
- Don't want to do a work placement ❑
- Work / home / family commitments ❑
- I'd do it anyway. I don't think any of these would stop me. ❑
- Other (please specify) _____

Question 20

Is there anything else you would like to say about the options available to you in your VCE course; options for studying vocational courses within the VCE; or this survey?

_____

Information on
Questionnaire for Adults Currently Studying VET in the VCE

Requirements for the adult VCE

Adult students of the VCE are generally defined as students who are over 18 and have been away from full time schooling for more than 12 months.

To obtain the VCE school students have to complete 16 units. However, adult students are only required to complete 8 units. This means that the adult VCE can be completed in one year full time.

Vocational studies in the VCE

At present, secondary school VCE students have the option of completing vocational certificates as part of their VCE. This requires students to complete extra units which are typically completed over 2 years.

Students who take this option receive:

- a vocational certificate recognised by industry (in the form of a *VET in Schools Certificate* issued by the Board of Studies)
- results that count towards their VCE / TER (including a 10% TER increment)
- credit if they go on to more advanced TAFE courses after the VCE.

The following can vary depending on which vocational certificate is being studied:

- the amount of extra time you need to put in
- whether or not a work placement is required
- the length of the work placement if there is one.

Very few adult students do a vocational certificate as part of the VCE and most adult VCE students are not currently being offered this option.

The vocational courses currently available are:

a) Certificate II in Information Technology (Computer Applications)
b) Certificate III in Information Technology
c) Certificate II in Office Administration
d) Certificate of Clerical & Administrative Skills
e) Certificate in Desktop Publishing
f) Certificate II in Arts (Interactive Multi Media)
g) Certificate II in Printing (Production & Graphics Support)
h) Certificate II in Small Business Practice
i) Certificate II in Business (Organisation Practices)
j) Certificate in Retail Operations (Sales)
k) Certificate II in Automotive
l) Certificate II in Agriculture (Farming)

m) Advanced Certificate in Horticulture
n) Certificate II in Horse Studies
o) Certificate II in Hospitality
p) Certificate IV in Food Technology
q) Basic Certificate in Electronics
r) Basic Certificate in Engineering
s) Certificate II in Music Industry Skills
t) Certificate II in Sport & Recreation

About this study

We are looking at whether adults are interested in studying vocational certificates in the VCE either:

_ under the current arrangements;

or

_ if the requirements changed.

This questionnaire is for current adult VCE students who are studying for a vocational certificate as part of their VCE. If you are **not** currently studying for a vocational certificate as part of your VCE please ask the person who gave you this questionnaire to give you a copy of the *General Questionnaire for Current Adult VCE Students*.

Questionnaire for Adults Currently Studying VET in the VCE

Please answer the following questions. For most of the questions you simply need to tick the box to answer. A few questions require you to write your answer.
Your responses will be confidential. Thank you for your help.

Question 1
What is your sex?

- male ❑
- female ❑

Question 2
How old are you?

- under 18 ❑
- 18 - 20 ❑
- 21- 25 ❑
- 26 - 30 ❑
- 31 - 40 ❑
- 41 - 50 ❑
- 51 and over ❑

Question 3
How many VCE units are you studying this year (eg if you are doing English unit 1 and English unit 2, you are studying 2 units)?

- One ❑
- Two ❑
- Three ❑
- Four ❑
- Five ❑
- Six ❑
- Seven ❑
- Eight (ie full time) ❑
- More than eight ❑

Question 4

Are you:

- in full time employment? ❑
- in part time employment? ❑
- not in paid employment? ❑

Question 5

Are you studying the VCE at:

- a TAFE Institute? ❑
- the Council of Adult Education? ❑
- a community based provider (eg a neighbourhood house or adult learning centre)? ❑
- a school? ❑

Question 6

Before you enrolled as an adult in the VCE, what was the highest level of school you had attempted?

- year 8 or lower ❑
- year 9 ❑
- year 10 ❑
- year 11 ❑
- year 12 ❑

Question 7

Why are you studying VCE?
(You may tick more than one box)

- To get a TER score so I can get into a tertiary course. ❑
- To improve my TER score. ❑
- To do specific prerequisite subjects for entry to a course (eg if you have to study biology to meet the entry requirements of the course you want). ❑
- To do specific prerequisite subjects for work (eg if you have to study biology for your current job or a job you want). ❑
- I just want the VCE qualification to complete my education. ❑
- I just want to do the subjects for personal interest. ❑
- It's a good way to get used to studying again. ❑
- Other reason (please specify) _____

Question 8

What do you intend to do after you have completed your VCE?
(You may tick more than one box)

- University course ❑
- TAFE / vocational course ❑
- Look for a (new) job ❑
- Continue in current job ❑
- Other (please specify) _____

Question 9

Are you intending to study:

Year 11 and 12?	❑
Year 11 only?	❑
Year 12 only (the "adult VCE")?	❑

Question 10

Which of the following vocational certificates are you studying for as part of your VCE?
(Please circle the letter that indicates your answer.)

a) Certificate II in Information Technology (Computer Applications)
b) Certificate III in Information Technology
c) Certificate II in Office Administration
d) Certificate of Clerical & Administrative Skills
e) Certificate in Desktop Publishing
f) Certificate II in Arts (Interactive Multi Media)
g) Certificate II in Printing (Production & Graphics Support)
h) Certificate II in Small Business Practice
i) Certificate II in Business (Organisation Practices)
j) Certificate in Retail Operations (Sales)
k) Certificate II in Automotive
l) Certificate II in Agriculture (Farming)
m) Advanced Certificate in Horticulture
n) Certificate II in Horse Studies
o) Certificate II in Hospitality
p) Certificate IV in Food Technology
q) Basic Certificate in Electronics
r) Basic Certificate in Engineering
s) Certificate II in Music Industry Skills
t) Certificate II in Sport & Recreation

Question 11

How much additional time do you spend doing the vocational course on top of your regular VCE units?

Less than 4 hours per week extra ❑

4 to 6 hours per week extra ❑

6 to 8 hours per week extra ❑

More than 8 hrs (please specify) _____

Question 12

Did you do a work placement?

Yes (go to question 13) ❑

No (go to question 15) ❑

Question 13

How was your workplace timetabled (eg 1 day each week all year, 1 full week each term, etc)?

Question 14

Please comment on the work placement. Your comments may be positive or negative.

Question 15

Why did you choose to do a vocational certificate as part of your VCE?
(You may tick more than one box)

- To help me get a job ❑
- It will give me credit in the course I want to do after the VCE ❑
- It's relevant to the course I want to do after the VCE (but I don't expect to get any credits) ❑
- For the TER increment ❑
- Just for interest (but I don't think I'll do another course or work in this area) ❑
- Other (please specify) _____

Question 16

In relation to the vocational component of your VCE, which of the following have been major problems for you?
(You may tick more than one box)

- It isn't interesting or relevant ❑
- Having to study additional units ❑
- Additional cost ❑
- Timetabling inflexibility ❑
- Having to travel to another provider for the vocational units ❑
- Finding time for a work placement ❑
- Work / home / family commitments ❑
- I haven't had any major problems ❑
- Other (please specify) _____

Question 17

As an adult VCE student, do you have any suggestions as to what other options could be included in the adult VCE?

Question 18

Is there anything else you would like to say about the options available to you in your VCE course; vocational courses within the VCE; or this survey?

Information on
Questionnaire for Recent Graduates of the Adult VCE

Requirements for the adult VCE

Our records show that you were an adult VCE student in 1996.

Adult students of the VCE are generally defined as students who are over 18 and have been away from full time schooling for more than 12 months.

To obtain the VCE school students have to complete 16 units. However, adult students are only required to complete 8 units. This means that the adult VCE can be completed in one year full time.

Vocational studies in the VCE

At present, secondary school VCE students have the option of completing vocational certificates as part of their VCE. This requires students to complete extra units which are typically completed over 2 years.

Students who take this option receive:

- a vocational certificate recognised by industry (in the form of a *VET in Schools Certificate* issued by the Board of Studies)
- results that count towards their VCE / TER (including a 10% TER increment)
- credit if they go on to more advanced TAFE courses after the VCE.

These vocational courses were previously referred to as "Dual Recognition Programs" and if you completed one in 1996 or earlier you would have received a certificate from a TAFE Institute or Private Training Provider instead of the *VET in Schools Certificate* from the Board of Studies.

The following can vary depending on which vocational certificate is being studied:

- the amount of extra time you need to put in
- whether or not a work placement is required
- the length of the work placement if there is one.

Very few adult students do a vocational certificate as part of the VCE and most adult VCE students are not currently being offered this option.

The vocational courses currently available are:

a) Certificate II in Information Technology (Computer Applications)
b) Certificate III in Information Technology
c) Certificate II in Office Administration
d) Certificate of Clerical & Administrative Skills
e) Certificate in Desktop Publishing
f) Certificate II in Arts (Interactive Multi Media)

g) Certificate II in Printing (Production & Graphics Support)
h) Certificate II in Small Business Practice
i) Certificate II in Business (Organisation Practices)
j) Certificate in Retail Operations (Sales)
k) Certificate II in Automotive
l) Certificate II in Agriculture (Farming)
m) Advanced Certificate in Horticulture
n) Certificate II in Horse Studies
o) Certificate II in Hospitality
p) Certificate IV in Food Technology
q) Basic Certificate in Electronics
r) Basic Certificate in Engineering
s) Certificate II in Music Industry Skills
t) Certificate II in Sport & Recreation

About this study

We are looking at whether adults are interested in studying vocational certificates in the VCE either:

_ under the current arrangements;

or

_ if the requirements changed.

This questionnaire is for adults who completed their VCE at the end of 1996. The white section is for all graduates. The yellow section is for those who did not study vocational courses in their VCE and the blue section is for those who did.

Thank you for your help.

Questionnaire for Recent Graduates of the Adult VCE

Please answer the following questions. For most of the questions you simply need to tick the box to answer. A few questions require you to write your answer. Please complete this white section of the questionnaire first. Then you will need to complete either the blue section [pages 71 -74] or the yellow section [pages 75-76] as directed.

Your responses will be confidential. Thank you for your help.

Question 1

What is your sex?

- male ❑
- female ❑

Question 2

How old were you when you finished the VCE?

- under 18 ❑
- 18 - 20 ❑
- 21 - 25 ❑
- 26 - 30 ❑
- 31 - 40 ❑
- 41 - 50 ❑
- 51 and over ❑

Question 3

How many VCE units did you study last year (eg if you did only English unit 1 and English unit 2, you studied 2 units)?

- One ❑
- Two ❑
- Three ❑
- Four ❑
- Five ❑
- Six ❑
- Seven ❑
- Eight (ie full time) ❑
- More than eight ❑

Question 4

While you were studying the VCE were you:

- in full time employment? ❑
- in part time employment? ❑
- not in paid employment? ❑

Question 5

Did you studying the VCE at:

- a TAFE Institute? ❑
- the Council of Adult Education? ❑
- a community based provider (eg a neighbourhood house or adult learning centre)? ❑
- a school? ❑

Question 6

Before you enrolled in the adult VCE, what was the highest level of school you had attempted?

- year 8 or lower ❑
- year 9 ❑
- year 10 ❑
- year 11 ❑
- year 12 ❑

Question 7

Why did you enrol in the adult VCE?
(You may tick more than one box)

- To get a TER score to get into a tertiary course. ❑
- To improve my TER score. ❑
- To do specific prerequisite subjects for entry to a course (eg if you had to study biology to meet the entry requirements of the course you want). ❑
- To do specific prerequisite subjects for work (eg if you had to study biology for the job you were in or a job you wanted). ❑
- I just wanted the VCE qualification to complete my education. ❑
- I just wanted to do the subjects for personal interest. ❑
- It was a good way to get used to studying again. ❑
- Other reason (please specify) _____

Question 8

What did you do after you completed your VCE?*(You may tick more than one box)*

- Started a university course ❑
- Started a TAFE / vocational course ❑
- Looked for a (new) job ❑
- Continued in current job ❑
- Other (please specify) _____

The vocational courses currently available within the VCE are:

a) *Certificate II in Information Technology (Computer Applications)*
b) *Certificate III in Information Technology*
c) *Certificate II in Office Administration*
d) *Certificate of Clerical & Administrative Skills*
e) *Certificate in Desktop Publishing*
f) *Certificate II in Arts (Interactive Multi Media)*
g) *Certificate II in Printing (Production & Graphics Support)*
h) *Certificate II in Small Business Practice*
i) *Certificate II in Business (Organisation Practices)*
j) *Certificate in Retail Operations (Sales)*
k) *Certificate II in Automotive*
l) *Certificate II in Agriculture (Farming)*
m) *Advanced Certificate in Horticulture*
n) *Certificate II in Horse Studies*
o) *Certificate II in Hospitality*
p) *Certificate IV in Food Technology*
q) *Basic Certificate in Electronics*
r) *Basic Certificate in Engineering*
s) *Certificate II in Music Industry Skills*
t) *Certificate II in Sport & Recreation*

Question 9

Did you study any of the vocational courses listed above as part of your VCE?

Yes (please complete the **blue** section [pages 71-74] of this questionnaire) ❑

No (please complete the **yellow** section [pages 75-76] of this questionnaire) ❑

[Blue section]
Question 10

As an adult VCE student, did you study:

- **Year 11 and 12?** (please answer questions 11 and 12) ❑
- **Year 11 only?** (please answer questions 13 and 14) ❑
- **Year 12 only?** (please answer questions 13 and 14) ❑

Question 11

Would you have been interested in studying, as part of your VCE, any of the vocational courses listed?

- Yes ❑
- No ❑

If yes, which course/s from the list would you have been interested in?

Question 12

Are there any other vocational courses or subject areas, not on the list, which you would have been interested in studying as part of your VCE?

- Yes ❑
- No ❑

If yes, please specify.

If you have answered questions 11 and 12, please go to question 15 [blue section]

Question 13

If a vocational course could be completed in one year, would you have been interested in studying, as part of your VCE, any of the vocational courses listed?

Yes ❑

No ❑

If yes, which of the course/s from the list would you be interested in?

Question 14

If a vocational course could be completed in one year, are there any vocational courses or subject areas, not on the list, which you would have been interested in studying as part of your VCE?

Yes ❑

No ❑

If yes, please specify.

If you answered "yes" to any of questions 10 -14, then please answer questions 15 to 19.

Otherwise please skip to question 20.

Question 15

If you could have done the vocational course/s you selected in questions 11 to 14, would it have helped you with what you have been doing this year?

Yes ❑

No ❑

Question 16

Would you be interested in the vocational course/s you selected even if they required an additional time commitment?

Yes (go to question 17) ❑

No (go to question 18) ❑

Question 17

If you answered "yes" to question 16, how much additional time would you have been willing to allow for each course?

Less than 4 hours per week ❑

4 to 6 hours per week ❑

6 to 8 hours per week ❑

More than 8 hours
(please specify) _____

Question 18

Would you still be interested in doing a vocational course if you were required to do a work placement?

Yes (go to question 19) ❑

No (go to question 20) ❑

Question 19

Which of the following work placement patterns would you have been able to attend? (Each pattern extends over a full year).
(You may tick more than one box)

1 day each week ❑

1 day every two weeks ❑

1 day each month ❑

1 full week each term ❑

Other
(please specify) _____

Question 20

As a former adult VCE student, do you have any suggestions as to what other options could be included in the adult VCE?

Question 21

If you had had the opportunity to study a vocational course as part of your VCE which of the following hurdles would be likely to have prevented you from doing so? *(You may tick more than one box)*

- Lack of interest / relevance ❑
- Having to study additional units ❑
- Additional cost ❑
- Timetabling inflexibility ❑
- I'd have probably had to travel to another provider for the vocational units and I wouldn't want to do that ❑
- Wouldn't want to do a work placement ❑
- Work / home / family commitments ❑
- I'd have done it anyway. I don't think any of these would have stopped me. ❑
- Other (please specify) _____

Question 22

Is there anything else you would like to say about the options available to you in your VCE course; options for studying vocational courses within the VCE; or this survey?

[Yellow Section]
Question 10

As an adult VCE student, did you study:

- Year 11 and 12? ❑
- Year 11 only? ❑
- Year 12 only? ❑

Question 11

Which vocational course did you do?

_____

Question 12

Did doing the vocational course help you with what you have been doing this year?

- Yes ❑
- No ❑

If yes, how?

_____

Question 13

How much additional time did you spend doing the vocational course on top of your regular VCE units?

- Less than 4 hours per week extra ❑
- 4 to 6 hours per week extra ❑
- 6 to 8 hours per week extra ❑
- More than 8 hrs (please specify) _____

Question 14

Did you do a work placement?

- Yes (go to question 15) ❑
- No (go to question 17) ❑

Question 15

How was your workplace timetabled (eg 1 day each week all year, 1 full week each term, etc)?

Question 16

Please comment on the work placement. Your comments may be positive or negative.

Question 17

In relation to the vocational component of your VCE, which of the following were major problems for you? *(You may tick more than one box)*

- It wasn't interesting or relevant ❑
- Having to study additional units ❑
- Additional cost ❑
- Timetabling inflexibility ❑
- Having to travel to another provider for the vocational units ❑
- Finding time for a work placement ❑
- Work / home / family commitments ❑
- I didn't have any major problems ❑
- Other(please specify) _____

Question 18

As a former adult VCE student, do you have any suggestions as to what other options could be included in the adult VCE?

Question 19

Is there anything else you would like to say about the options available to you in your VCE course, vocational courses within the VCE, or this survey?

Information on
Questionnaire for Adult VCE Teachers and Coordinators

Vocational Education and Training in the VCE

At present, secondary school VCE students have the option of doing VET (Vocational Education and Training) as part of their VCE. Students complete the requirements of a vocational certificate, typically over 2 years, through credit transfer within accredited VCE units and by studying approved Z units (vocational units).

Students who take this option receive:

- a vocational certificate recognised by industry (in the form of a *VET in Schools Certificate* issued by the Board of Studies)
- results that count towards their VCE / TER (including a 10% TER increment)
- credit if they go on to more advanced TAFE courses after the VCE.

The following can vary depending on which vocational certificate is being studied:

- the amount of extra time you need to put in
- whether or not a work placement is required
- the length of the work placement if there is one.

Very few adult students do a vocational certificate as part of the VCE and most adult VCE students are not currently being offered this option.

The vocational courses currently available are:

a) Certificate II in Information Technology (Computer Applications)
b) Certificate III in Information Technology
c) Certificate II in Office Administration
d) Certificate of Clerical & Administrative Skills
e) Certificate in Desktop Publishing
f) Certificate II in Arts (Interactive Multi Media)
g) Certificate II in Printing (Production & Graphics Support)
h) Certificate II in Small Business Practice
i) Certificate II in Business (Organisation Practices)
j) Certificate in Retail Operations (Sales)
k) Certificate II in Automotive
l) Certificate II in Agriculture (Farming)
m) Advanced Certificate in Horticulture
n) Certificate II in Horse Studies
o) Certificate II in Hospitality
p) Certificate IV in Food Technology
q) Basic Certificate in Electronics
r) Basic Certificate in Engineering
s) Certificate II in Music Industry Skills
t) Certificate II in Sport & Recreation

About this study

We are looking at whether adults are interested in studying vocational certificates in the VCE either:

_ under the current arrangements;

or

_ if the requirements changed.

This questionnaire is for VCE coordinators and teachers who work with adult VCE students.

We would appreciate your input and ask that you complete the attached questionnaire and return it in the reply paid envelope provided (you do not need a stamp).

If you wish to discuss any aspect of this questionnaire or this study in general, please contact Mark Kelly on (03) 9564 1955, Denise Caddy or Jane Campbell on (03) 9564 1509.

Questionnaire for Adult VCE Teachers and Coordinators

Please answer the following questions by either ticking the box or writing your answer as appropriate.

Thank you for your help.

Question 1

Are you in involved in the adult VCE at:

- a TAFE Institute? ❑
- the Council of Adult Education? ❑
- a Community Based provider (eg a neighbourhood house or adult learning centre)? ❑
- a school? ❑

Question 2

Do you know of any adult VCE students who have studied VET in their VCE?

- Yes ❑
- No (please go to question 8) ❑

Question 3

What VET unit/s or certificate/s did they study?

Question 4

Was the VET studied under the system described in the introduction to this questionnaire?

- Yes ❑
- No ❑

If no, please explain how it was different.

Question 5

What aspects worked well? Why?

Question 6

What aspects didn't work? Why not?

Question 7

What changes could have made it work better?

Question 8

Do you think any of your adult VCE students would take VET options as part of the VCE if this was available to them?

Yes ❑

No (go to question 11) ❑

Question 9

Which of the vocational certificates listed in the introduction to this questionnaire do you think your adult VCE students would be interested in?

Question 10

Can you see the VCE provider you work for offering any of these?

Yes ❑

No ❑

Why or why not?

Question 11

Are there any vocational areas other than those on the list on page 1 of this questionnaire which you think would appeal to adult VCE students?

Yes ❑

No ❑

Please specify.

Question 12

What other options could be made available to adult VCE students to increase their opportunities?

Question 13

From the students' point of view, what barriers to VET do you see for adult VCE students?

Question 14

From the point of view of teachers and administrators, what barriers do you see to providing VET in the adult VCE?

Question 15

Would you be willing to talk to us in more detail about your thoughts?

Yes ❑

No ❑

If yes, please write your name and phone number below.

Information on
Questionnaire for CGEA Students

About this study

At present you are studying the Certificate of General Education for Adults. There are many things you may choose to do when you finish the CGEA. One of the options you may consider is to study the VCE.

Our research is looking at whether adults are interested in studying vocational certificates as part of the VCE. The term "vocational certificates" includes a wide range of courses including:

- agriculture/horticulture
- trades (eg automotive, building, hairdressing)
- business
- electronics
- engineering
- hospitality
- music industry
- office/computer
- professional writing
- sport and recreation.

Vocational certificates are the type of course generally taught at TAFE Institutes however CAE also offers a range of vocational certificates.

Requirements for the adult VCE

To obtain the VCE school students have to complete 16 units (year 11 and 12). However, adult students only need to complete 8 units (year 12 only). This means that the adult VCE can be completed in one year full time. However you may choose to study the VCE part time or to do more than the minimum number of units. In other words, year 11 is optional for adults.

Vocational studies in the VCE

At present, secondary school VCE students can complete vocational certificates as part of their VCE. This is typically completed over 2 years. There are two ways the vocational certificate can be included in the VCE:

Option 1

Students who take this option receive:

- a vocational certificate recognised by industry (in the form of a *VET in Schools Certificate* issued by the Board of Studies)
- results that count towards their VCE / TER (including a 10% TER bonus increment)

Option 2

Students who take this option receive:

- a vocational certificate recognised by industry (in the form of a certificate from the CAE or a TAFE Institute)

This option may involve more additional time commitment than option 1 but you have a wider range of courses to choose from.

Options 1 AND 2

Students of either option will receive credit if they go on to more advanced TAFE courses after the VCE.

The following can vary depending on which vocational certificate is being studied:

- the amount of extra time you need to put in
- whether or not a work placement is required
- the length of the work placement if there is one.

Very few adult students do a vocational certificate as part of the VCE.

General Questionnaire for CGEA Students

Please answer the following questions. For most of the questions you simply need to tick the box to answer. A few questions require you to write your answer.

Your responses will be confidential. Thank you for your help.

Question 1

What is your sex?

- male ❑
- female ❑

Question 2

How old are you?

- under 18 ❑
- 18 - 20 ❑
- 21 - 25 ❑
- 26 - 30 ❑
- 31 - 40 ❑
- 41 - 50 ❑
- 51 and over ❑

Question 3

Are you:

- in full time employment? ❑
- in part time employment? ❑
- not in paid employment? ❑

Question 4

Do you intend to enrol in the VCE after the CGEA?

- Yes (Please go to Q5) ❑
- No (Please stop here. Thank you for your help.) ❑

Question 5 ..

Why do you want to enrol in the VCE? *(You may tick more than one box)*

- To get a TER score so I can get into a tertiary course. ❑
- To improve my TER score. ❑
- To do specific prerequisite subjects for entry to a course (eg if you have to study biology to meet the entry requirements of the course you want). ❑
- I just want the VCE qualification to complete my education. ❑
- I just want to do the subjects for personal interest. ❑
- Other reason (please specify) _____

Question 6

What do you intend to do after the VCE?
(You may tick more than one box)

- University course ❑
- TAFE / vocational course ❑
- Look for a (new) job ❑
- Continue in current job ❑
- Other (please specify) _____

Question 7

Is the TER (Tertiary Entrance Rank) important to you?

- Yes ❑
- No ❑

Question 8

Are you intending to study:

- Year 11 and 12? ❑
- Year 12 only (the "adult VCE")? ❑

Question 9

Would you be interested in studying a vocational course as part of your VCE?

- Yes (go to Q10) ❑
- No (go to Q13) ❑

Question 10

If yes, tick the area you would be most interested in.

- agriculture/horticulture ❑
- trades (eg automotive, building, hairdressing) ❑
- business ❑
- electronics ❑
- engineering ❑
- hospitality ❑
- music industry ❑
- office/computer ❑
- professional writing ❑
- sport and recreation ❑
- Other (please specify) _____

Question 11

Would you be interested in a vocational course even if it required an additional time commitment?

- Yes ❑
- No ❑

Question 12

Would you still be interested in a vocational course if you had to do a work placement?

- Yes ❑
- No ❑

Question 13

If you had the opportunity to study a vocational course as part of your VCE which of the following hurdles would be likely to prevent you from doing so?
(You may tick more than one box)

- Lack of interest / relevance ❑
- Having to study additional units ❑
- Additional cost ❑
- Timetabling inflexibility ❑
- I'd probably have to travel to another provider for the vocational units and I don't want to do that ❑
- Don't want to do a work placement ❑
- Work / home / family commitments ❑
- I'd do it anyway. I don't think any of these would stop me. ❑
- Other (please specify) _____

Question 14

Do you have any other comments that might be relevant?

Thank you for your help

APPENDIX 3: OTHER COURSES PROPOSED BY 1996 AND 1997 VCE STUDENTS

Child care	child care	3	
	Cert III Early Child Care Services	1	
	child development	1	
	childhood studies	1	
			6
Science	biological sciences	2	
	anatomy & physiology	1	
	applied science	1	
	science technology	1	
	laboratory skills	1	
			6
Animals	animal science	2	
	animal behaviour	1	
	vet nursing	1	
	animal health	1	
			5
Tourism	tourism	1	
	travel & tourism	1	
	travel & tourism (travel consultant)	1	
	hospitality & tourism	1	
	tourism management	1	
			5
Hospitality	hotel management	1	
	cookery	1	
			2
Business	accounting	4	
	banking & finance	1	
	international trade	1	
			6
Law	Legal/para-legal		**4**
Theatre	arts administration	1	
	theatre management	1	
	theatre production	1	
	drama/theatre	1	
			4
Design	architecture	1	
	graphic design	1	
	graphic communication	1	
			3

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Psychology	psychology	5	
	human behaviour	2	
	human development	1	
			8
Other - Social & Community Services	more humanities oriented subjects	3	
	community/social services	2	
	social welfare	1	
	home & community care	1	
	counselling	1	
	youth work	1	
	education/teaching	1	
			10
Other - Arts	professional writing	2	
	photography	2	
	media industry	1	
	art practice & theory	1	
	music diploma	1	
	sound engineer	1	
			6
Other - Technical	engineering graphics	1	
	programming	1	
	mapping surveying	1	
	specific electronics (eg auto ,aero)	1	
	aircraft maintenance	1	
	carpentry	1	
	clothing industry studies	1	
			6
Other - Service	alternative health therapies	2	
	flight attendant	1	
	florist	1	
	McDonalds	1	
	sports coaching & administration	1	
			6
First aid	First aid in the workplace		**1**
Languages	languages		**3**

Note: 3 males aged 18 to 25 and attending adult education providers wanted to do PE or sports. Perhaps either offering PE or promoting VET Sport & Recreation might increase retention in this group.

APPENDIX 4: REFERENCE COMMITTEE

NOMINATING BODY	NAME	POSITION
Adult VCE Educators' Network	Jill Tacon	Team leader VCE and Professional Studies Team Peninsula Institute of TAFE
Board of Studies	Michael Kimberley	Manager Vocational Education, BOS
Council of Adult Education	(Lynne Edwards) Leonie Barber	(Acting) Coordinator VCE
Department of Education Reference Group	Graeme Luck	Manager VET Policy Multi Media & Cross Sectoral Programs Office of the Secretary Department of Education
Donvale Living and Learning Centre	Beryl Gale	VCE Coordinator
OTFE, Quality and Change Management Division	Janet Sutherland	Project Officer (VET in Schools)
OTFE, Adult, Community and Further Education Division	Jenny Samms	Manager, Adult, Community & Further Education Division
OTFE, Adult, Community and Further Education Division	Helen Macrae	Manager Policy and Executive Services
OTFE, Adult, Community and Further Education Division	Gwen Rathjens	Project Manager

The reference committee met on two occasions:

- September, 1997; and
- November, 1997.

APPENDIX 5: SELECTING STUDENTS TO PARTICIPATE IN VET IN SCHOOLS PROGRAMS

An extract from the Overview section of *Dual Recognition - A Handbook for Schools and Training Providers* (Board of Studies, Victoria, 1997).

Which students for the program?

VET in Schools programs require students to work in a number of learning modes across the VCE and the VET qualification. In most cases, students are required to work in more than one location, relating not only to their teachers but also to training instructors, employers and workers in the industry. However, it is often these very experiences which are attractive to students who may be less motivated in more conventional classrooms. They can respond positively to the structured expectations of a training instructor or employer and the practical application of classroom work.
A process of information and counselling for students is essential. It is important to clarify course expectations and benefits, future pathways, and what it means to work at the learning place or Group Training Company and workplace.

The decision to include VET in Schools in a student's program of studies should be based on:

- *the student's aspirations and plans for further study/work;*
- *the total picture of all VCE studies chosen to qualify for the VCE;*
- *the student's total workload;*
- *the student's readiness to undertake industry training; and*
- *the student's motivation and willingness to take responsibility; which are as important as academic achievement.*
- *the time a student is willing to commit to a VET in Schools program.*

Employers will often wish to participate in selection of trainees when industry placement is involved.

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